The SEARCH SEARCH SERVICE SERV

October

Vol. 50

No. 2

Refer to:

CRITERIA FOR A FOREIGN LANGUAGE PROGRAM

D WALTER V. RAULFERS

DEATH OF A SCHOOL

By M. E. HERRIOTT

How to Teach the Meanings of Communism

The Displaced Myths

Matthew Tebb's Parting Council . . . As American School in a Ferning Coloure . . . Language Teachings a Second Trust . . . We Abeliahed Study Helb . . . Grammat Why! Here's

High Schools in Action

The Clearing House

EDITOR

ELISWORTH TOMPRINS, Assistant Secretary, National Association of Secondary School Principals, Washington, D.C.

BUSINESS MANAGER

JOSEPH GREEN, Department of Business Administration, Fairleigh Dickinson College, 1000 River Road, Teaneck, N.J.

BOOK REVIEW EDITOR

Forrest Irwin, Professor, Fairleigh Dickinson College, Rutherford, N.J.

AUDIO-VISUAL EDITOR

JOHN CECH. WRIGHT, Mamaroneck Junior High School, Mamaroneck, N.Y.

ASSOCIATE EDITORS

PETER SAMMARTINO, President, Fairleigh Dickinson College, Rutherford, N.J.

FORREST E. Long, Professor, School of Education, New York University, New York, N.Y.

BENJAMIN FINE, Education Editor, New York Times, New York, N.Y.

EDITORIAL BOARD

Term Ends December 31, 1956

James H. Duncan, Principal, C. E. Byrd High School, Shreveport, La.

TED GORDON, East Los Angeles Junior College, Los Angeles, Calif.

GALEN JONES, Director, Study on Economic Education, Council for Advancement of Secondary Education, Inc., Washington, D.C. AVERY F. OLNEY, Coordinator of Special Activities, Phoenix Union High Schools, Phoenix, Ariz.

EARLE U. Ruce, Chairman, Division of Education, Colorado State College of Education, Greeley, Colo.

CLARENCE H. SPAIN, Principal, Binford Junior High School, Richmond, Va.

WILLIAM F. STEINER, Principal, Cliffside Park Senior High School, Cliffside Park, N.J.

Term Ends December 31, 1957

CHARLES E. BISH, Principal, McKinley High School, Washington, D.C.

FLOYD HONEY, Principal, Monterey Senior High School, Lubbock, Tex. ERNEST G. LAKE, Superintendent of Schools, Racine,

HARL R. Douglass, Director, College of Education, University of Colorado, Boulder, Colo.

Wis.

M. E. HERRIOTT, Principal, Airport Junior High School, Los Angeles, Calif. A. H. LAUCHNER, Principal, Great Neck Junior High School, Great Neck, N.Y.

CHARLES L. STEEL, JR., Principal, Teaneck Senior High School, Teaneck, N.J.

Term Ends December 31, 1998

ROBERT G. ANDREE, Headmaster, Brookline High School, Brookline, Mass. Arno Jewett, Specialist for Language Arts, United States Office of Education, Washington, D.C.

LELAND N. DRAKE, Principal, Mohawk Junior High School, Columbus, Ohio LESTER W. NELSON, Consultant, Fund for the Advancement of Education, New York, N.Y.

WALTER H. GAUMNSTZ, Educational Consultant, Orlando, Fla. Frederic T. Shipp, Professor of Education, San Francisco State College, San Francisco, Calif.

GLENN F. VARNER, Assistant Superintendent, St. Paul Public Schools, St. Paul, Minn.

Editorial and General Office: Fairleigh Dickinson College, Teaneck, N.J.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 205 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Monasha, Wis. Editorial office: Fairleigh Dickinson College, Teaneck, N.J. Published monthly from September through May of each year. Superciption price: \$4.50 a year. Two years for \$7.60 if cash accompanies order. Single copies 60 cents. Subscription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$5.10 a year, payment in American funds. Printed in U.S.A. Entered as second-class matter at the post office at Menasha, Wis., under the act of March \$5, 1870.

Copyright, 1955, Fairleigh Dickinson College

The Clearing House

A faculty journal for junior and senior high schools

VOL. 30

OCTOBER 1955

No. 2

Contents

Matthew Tubb's Parting Counsel	6
Matthew Tubbs Parting Counsel	67
The Displaced MythsLouise Jean Walker	71
How to Teach the Meanings of Communism	73
Student-Teacher Day at Compton	73 76 78
Criteria for a Foreign Language Program	78
Science Teachers Can Help Students Read Delwyn G. Schubert	83
Self-Confidence: Undermined or Developed in School Emma Reinhardt	85
Pathways to Understanding	88
Death of a School	90
We Abolished Study Halls	94
Grammar: Why? How? When?	94 98
Semimicro Procedure in High-School Chemistry Labs Karl J. Aaberg	101
Language Teaching: a Sacred Trust Edna Lue Furness	103
Students Have a Tough Time Too Eunice Fischer	107
An American School in a Foreign Culture Lewis D. Feesler	111
An Experiment in Teen-Age TV	113
Measuring the Effectiveness of Counseling Loretta McBreen Macdonald	116
Regulating Participation in Club ActivitiesNancy W. Livingston	118
This Is the News	121

Departments

Tricks of the T	rade			*					. ,		* *			,		109
Book Reviews				×									×			129
Audio-Visual N	ews															197

CH articles are listed in the Education Index. CH volumes are available on microfilm.

NOTICE TO WRITERS

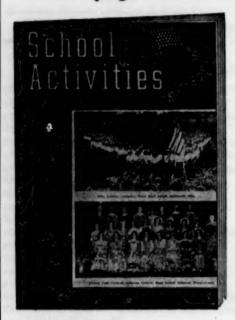
We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles that report good practices, interesting experiments, fact-finding and action research, or new twists to old ideas. Many of our readers have achieved results in their classrooms and in their school systems which should be known in thousands of other high schools.

Preference is given to articles that combine factual reporting, interesting context, and incisive style. Topics, of course, should relate to junior or seniorhigh-school programs, services, or personnel.

Contributions should not exceed a 500 words, although we invite shorter items of from 100 to 600 words. Typing should be double spaced. Keep the carbon copy and send us the original. To tailor articles to allotted space, we may have to make slight changes in the manuscript.

Address manuscripts to The Editor, The Clearing House, Fairleigh Dickinson College, Teaneck, N.J.

Leading Educators Agree ...



School Activities Magazine is a valuable asset

"Every issue is full of good ideas."
—Gerald M. Van Pool, National
Education Association

to every school

"School Activities Magazine should be in the library of every high school in the country."—E. A. Thomas, Commissioner, Kansas State High School Activities Association

and Here's Why ...

In monthly issues during the school year, SCHOOL ACTIVITIES Magazine tells you the all-important "how-to-do-it" of successful school programs. Outstanding contributors give suggestions for planning activities, and articles from schools over the entire United States tell you how THEIR school handled a particular event. In your school library, it will be invaluable to student leaders and faculty sponsors.

The contents cover activity programs, school assemblies, class plays, clubs, athletics, student publications, student government, debate, financing activities, homerooms, pep clubs, music, commencement, parties and banquets, and other miscellaneous extracurricular activities.

SUBSCRIBE NOW!

SCHOOL ACTIVITIES Publishing Company 1041 New Hampshire, Lawrence, Kansas	
Please enter my subscription to SCHOOL ACTIVITIES M	agazine.
One Year at \$4.00	Two Years at \$7.00
Name	
Street	
City Stat	

THE CLEARING HOUSE

A journal for modern junior and senior high schools

Vol. 30

OCTOBER 1955

No. 2

Matthew Tubb's Parting Counsel

By J. R. SHANNON

MATTHEW TUBB had served the high schools of Terrapolis for forty years. He had been a classroom teacher, a football coach, a student counselor, a vice-principal, a principal, and for the past ten years had been assistant superintendent in charge of secondary education. He had served on committees for curriculum study, school activities, pupil personnel problems, and faculty participation in school administration. In all these capacities he had served faithfully and well, gained the admiration of the pupils and other teachers, and won the confidence of administrators and townspeople. And now he was being honored by his colleagues at a farewell dinner on the occasion of his forthcoming retirement. The meal had been served, toasts offered, and "For he's a jolly good fellow" sung. Then it was time for Mr. Tubb's swan song.

Forty years is a long time, he began. Geologically, it is nothing; historically, it is barely perceptible; but in a single professional career, it is practically the whole thing. My forty years in Terrapolis have taught me many things about secondary education. I have learned from my elders on the faculty; I have learned from professional literature; I have learned from experiments specifically designed to throw light on our problems. But my most significant learnings are distillations of experience—things I have learned without willfully trying to

learn but by keeping my eyes and mind open as the process of education flowed on around me.

There are no indispensable men in Terrapolis or elsewhere. I certainly am not one. Others can do the work I have done as well as or better than I. But it would be wasteful if I did not pass on to those others, and to my colleagues, the learnings which have come as a residue of my experience. This I shall try to do.

The Main Maxim

It is a custom of people in our culture to boil down the essence of their learnings—their inductions—into short maxims. "Look before you leap," "Faint heart never won fair lady," "A bird in the hand is worth two in the bush," are examples. I shall not try in this one lesson to teach you everything that I learned during my forty years in Terrapolis, but I shall pass on to you one maxim which carries with it more potent professional implications than any other. This gem of wisdom is one which lies very close to my heart—and close to my name: "Every tub should sit on its own bottom."

Wholes v. Parts

As you may recall, I began in Terrapolis forty years ago as a physics teacher. The subject matter of high-school physics, as it was organized at that time, consisted of

mechanics, heat, light, and sound the first semester, and electricity and magnetism the second semester. A pupil was required to earn credit in each semester's work before he could count either toward graduation. Physics, perhaps more than any other field of organized knowledge, has undergone revolution in my lifetime. We do not teach just what we taught then or organize it in the same manner, but we still persist in one fundamental error: We still require that a pupil go whole hog or none for the subject. A pupil must swallow the whole haystack in order to get the few needles he is looking for. I thought forty years ago, and I think now, that there is no justification for this arbitrary rule. If a single semester of physics or any other subject is not worth credit by itself without additional Carnegie units, it is not worth it with them.

Foreign language was an even worse offender. Not just two semesters, but two full years, were the minimum permissible participation in a language. A pharmacist, for instance, needs to know some Latin, but what Latin? Certainly not a year of introductory grammar and vocabulary, Caesar, Cicero, or Vergil. A prospective pharmacist, with normal intelligence and a desire to learn, can acquire all the Latin his profession demands in one semester in a special course designed for pharmacists. Purdue University's school of pharmacy has such a course, calling it pharmacy, not Latin, and the college level of school organization is just where such a course belongs.

True, each pupil should be encouraged or even required—to pursue some line or lines of study and activity beyond the rudimentary stages, but no particular elective subject should get priority. It is the pupil and not the school subject which needs a certain degree of specialization. Each single course, and each unit in a course, must have inherent direct value to be worthy of retention. Every tub must sit on its own bottom.

Sponsors of some school activities also violate the principle of wholes v. parts.

Managers of music series or lecture courses, for example, often sell tickets for the whole series but none for single performances. This is a device for selling tickets, for making money, for assuring that the series as a whole will be patronized, for making the tall stalks carry through the short ones. Again, every tub should sit on its own bottom.

Direct v. Indirect Values

A related application of my golden text is to direct values v. indirect values of a school subject. Direct values are those which accrue directly to a person from his knowledge of a subject. The language side of English is an example. Indirect values are those which do not aid one directly but facilitate the learning of other controls of conduct which in turn aid one directly. Latin is an example here. Its friends do not claim direct values for it nearly so much as they could and should. Instead, they claim for it a group of indirect values, chief of which is its aid to English, which in turn helps one directly.

So far as I can learn, no reputable scholar disputes the existence of indirect values. The joker is that any subject can be defended for its indirect values, and when an enthusiast defends his major field on grounds of its indirect values, he is arguing with equal force for every other subject, or even for golf, chess, checkers, contract bridge, or pinochle. Since any subject can be defended for its indirect values, none can be adequately. We should have less tub thumping for school subjects on the basis of their alleged transfer values, and let every tub sit on its own bottom of direct values.

Entrance Requirements

I am going to break down at this point to give you a paragraph of autobiography —a bit of an old man's reminiscing.

After I had gone through the second grade of an Indiana elementary school and

had been promoted to the third, back at the turn of the century, my father, an itinerant sawmill man, moved the family to one of the larger cities in the South. I went to school there in September, carrying my promotion card and expecting to enter the third grade. The principal looked at my card and said, "Boy, you cain't go inter the third grade; you ain't had no grammar." Therefore, I was put back into the first grade to start school all over again.

That story illustrates the operation of entrance requirements.

All levels of school organization, from elementary to graduate school in our endon system, maintain entrance requirements.
All seem to assume that pupils can be standardized and sent down an educational belt line. Since the pupils are to be handled in groups on the belt line and pretty much all in the same way, they must be alike at the time they start down the line. Hence, entrance requirements to guarantee their uniformity at the outset.

Ever since I have been a teacher, I have heard about individual differences among pupils. But seldom have I seen much done about it, even though Frank W. Ballou said at the N.E.A. convention in 1925 that modifications in our schools looking toward meeting individual differences among our children was an epochal development of education during the first quarter of the century.

So long as schools impose entrance requirements, in the popular usage of that term, not enough has been done about individual differences. Let each level of school organization receive such pupils as belong to it by their degree of social maturity, and then teach them whatever they need to make up their educational deficiencies. Let every tub sit on its own bottom.

Eligibility Requirements

In my early years at Terrapolis, I was not only a physics teacher; I was a football coach as well. That was before the time

EDITOR'S NOTE

This is all true—at least the story about grammar is true. Mr. Shannon, who has contributed articles to numerous journals, has written an interesting and stimulating memoir.

when highly specialized physical-education majors were produced for coaching jobs, and almost any man was pushed into it. I don't know why I drew the assignment unless it was because I knew enough mathematics to figure out the trajectory of a drop kick. I went along with the boys on their trips to make sure that they all got home sober. Nevertheless, we had pretty fair teams, and would have had much better ones were it not for academic eligibility requirements.

No difference how competent the coach, he can't give a school much to yell for unless he has some natural-born athletes. Now it so happens that there is neither a high positive correlation nor a high negative correlation between what it takes to succeed in physics and what it takes to succeed in football. Cheap gags assume that there is a high negative correlation. Academic eligibility requirements assume that there is a high positive correlation. Both are wrong. I didn't see forty years ago, and I don't see now, any more reason for demanding that a boy pass in physics before he can play football than for demanding that he earn a letter in football before he can register in physics.

It is not good educational philosophy to assume that either the so-called curricular activities or the so-called extracurricular ones are more important. In fact, the wall separating the two is vanishing. Pupils with all sorts of interests and aptitudes come to high school, and it is the school's business to cater to them. Eligibility requirements often debar from athletics some boys whose personality development needs that experience most. So long as a child is a bona fide

pupil in a high school, he should be eligible for any curricular or extracurricular activity which the school provides. Let every tub sit on its own bottom.

Disciplinary Measures

My football teams also suffered because of a further factor which lay outside of my province. One of my star halfbacks preceding the first World War was kicked off the team because he had sassed his English teacher. This was done over my head, of course. I could have retaliated by trying to get another halfback expelled from English for cussing the referee in a football game, but I figured that that was my problem, to be handled by me in my own way, without mixing it up with English. In like manner, I thought that the English teacher's problem with the impudent boy was her problem, to be handled by her in her own way without mixing it up with football. The principal fumbled the ball when he ordered the boy's expulsion from my team.

Similarly, some teachers cut students' marks in school subjects as penalties for disciplinary infractions. If a pupil earns A in my physics class, receives A in the official record, regardless of his citizenship standing. I have no more right to cut a bright child's physics mark because he is mischievous than I have to raise a dull pupil's physics mark because he is well behaved. In matters of school discipline, every tub should sit on its own bottom.

Pupils' Marks

The application of our golden text to discipline spilled over into the field of pupils marks, but did not cover the subject. Just as some teachers have penalized pupils for bad decorum by cutting their marks in school subjects, so have some teachers cut pupils' marks in one subject because of incompetencies in other subjects. A pupil in my physics class might misspell "momentum" or "Faraday." If so, the mistake lies within my province, since both words are a part of the subject matter of physics. But if he misspells "develop," "roommate," or "jardiniere," I have no responsibility beyond pointing out his error, teaching him the correct spelling, and admonishing him to exercise more vigilance in spelling. I do not have a right to cut his physics grade.

In like manner, I have no right to allow grammar, rhetoric, or handwriting to affect a pupil's mark in physics. It is questionable, even, whether I have a right to let neatness or cleanliness become factors. To be sure, all teachers are teachers of more than merely the subjects specified for them on the daily schedule. But as long as we retain marks and departmentalization, every tub should sit on its own bottom when it comes to evaluation of pupil success.

Cadence

I am confident that many of you are now saying to yourselves that it is time for Matthew Tubb to go sit on his bottom. It is, and in another minute he will. And after I draw my last pay check from the Terrapolis public schools next month, I will be on my bottom for a long time. But since I shall no longer be serving in classrooms, administrative offices, or committee rooms with you, you can carry the benefit of my forty years with you easily by simply remembering that every tub should sit on its own bottom.

The Displaced Myths

By LOUISE JEAN WALKER

THE DISAPPEARANCE of the myths from the materials of elementary and secondary schools is indicative of a shocking shortsightedness. In the past few years, education has emphasized science, the scientific attitude, and the understanding of the world in which we live. We have bent all our energies toward informing students of the material wonders of Boulder Dam, the atomic bomb, the supersonic plane, and the miracle drugs. Of course, to use the student's actual experiences as the starting point for enlarging his horizon is a sound educational practice. In fact, under the core curriculum, the social studies program has stolen the stage. We have become so engrossed with the practical learning experience that we have forgotten the importance of widening the scope of wholesome imagination.

I take for granted that teachers believe that life is not wholly a problem in civics and that the arts are a vital, nourishing element. "Man shall not live by bread alone" were the words of the Matchless Teacher. Yet because of our insistence on realism, we have failed to feed children's imaginations with imagination and, consequently, we have starved many American

.....

EDITOR'S NOTE

According to the author, who is associate professor of English at the Western Michigan College of Education, Kalamazoo, the teaching of folklore, fantasy, and myths has tended to disappear from the language arts programs in the high schools. She takes the position that this is unfortunate and suggests that mythology become a more frequent reference in language arts classes.

youngsters. For this reason I say let's bring back the myths.

Of course, children should be exposed to several areas of literature. Careful planning by all teachers will assure each child of an introduction to poetry, fairy tales and folklore, tales of adventure, animal and sport stories, humor, historical fiction, biography, modern fantasy and myths. The literature program must have continuity, must avoid overlapping, and must develop a satisfying literary background. Such a program will provide the best of the old and the new, the classics of yesterday and the prize books of today.

That many students entering college at this time have not had this training, any college teacher of literature will testify. The students show abysmal ignorance when questioned about allusions to the Arabian Nights, The Iliad and The Odyssey, The Song of Roland, The Bible, and the Norse and Greek myths. Yet youngsters thoroughly enjoy myths when they are presented correctly. The stories of Persephone, Clytie, Pandora, Midas, Phaëthon, Baucis and Philemon, and Arachne fascinate them. With the proper introduction, most children will revel in the Tanglewood Tales and Hawthorne's Wonder Book. The juniorhigh-school student vicariously accompanies Theseus, Jason, and Perseus on their heroic ventures and with Hercules performs the twelve great labors. Such stories are an effective antidote against, or a substitute for, the second-rate movie or the gangster or Wild West program on television.

Myths are beautiful truths clothed in fancy. When a youngster is given a myth, he is not expected to interpret it. It is presented for the same reason that a beautiful picture would be. During the school year the students observe, read, and write

about the moon, the sun, the wind, the trees, and the flowers. They have songs, poems, and pictures with these lessons to stimulate thinking, interest, and observation. If the clouds, the trees, and other forms of nature tell thrilling stories, the students will have sources of happiness during their hours out of doors that no power can take away from them. "The Origin of the Grasshopper," "How Roses Became Red," "Why the Ethiopians Have Dark Skins," "How the Peacock Got Eyes in Its Tail," and "The Origin of the Spider" are only a few of the nature myths that children really enjoy.

The legends of the American Indian offer still other possibilities. The Indian had an interesting story for every act of his daily life. It didn't matter whether he sang, danced, prayed, hunted, built a fire, or went to war. Through these legends about mountains, stars, flowers, birds, and plants the Indian children learned nature's secrets. "Why Roses Have Thorns," "Why the Birch Tree Has Scars," "The Origin of the Moccasin Flower," "The First Woodpecker," "The Legend of the North Star" are favorites with all children. Since the subject matter of these Indian legends is suitable and appropriate, would it not seem wise to expose American children to the legends of their own country and preserve the legends as part of their cultural heritage?

Classical mythology has unlimited possibilities for vocabulary enrichment through allusions and word connotation. Mounting Pegasus should mean more to the child than the figure of a winged horse on a gas station. He should think of Pegasus as the spirited steed that swiftly carried the Nine Muses to Mount Olympus to sing in Apollo's choir. He should recognize the appropriateness of the figure of Hermes in a telegraph office. The Lotus-eaters, Achilles' heel, between Scylla and Charybdis, a Ulysses, martial weeds, a Helen, the apple

of Discord, a Penelope, hydra-headed evils, a siren, a Circe, an Apollo, a modern Prometheus, an Argus-eyed person, a feast of Alcinoüs, and he cannot bend Ulysses' bow are only a few of the hundreds of words and phrases that will have new meaning and satisfaction for those who are acquainted with mythology.

The vocabulary of astronomy is indebted to mythology. All the planets except earth have classical names. A glance at a world map reveals the Amazon River, the Atlas Mountains, the Atlantic Ocean, Athens, and Aurora, to mention only a few.

Classic mythology has had an amazingly potent influence in shaping all the arts. The Greek Parthenon honoring Athena, the Goddess of Wisdom, is the most nearly perfect bit of architecture the world has ever seen. The Pantheon, the temple of all the gods, was Rome's greatest architectural feat. The exquisite Elgin marbles, housed in the British Museum, depict stories of the heroes and the Greek gods and goddesses. The Renaissance painters-Titian, DaVinci, and Michelangelo-used classical subject matter. The magnificent murals in the Congressional Library at Washington and the public and university libraries throughout the United States have taken their themes from the myths. Grand Opera had its genesis in mythology. There are twenty-eight operas composed on the Orpheus and Eurydice theme, and thirty-one on that of Medea and Jason. Sophocles, Euripides, and Aeschylus limited their dramatic motifs to mythology. The most valuable tapestries, paintings, and sculpture in the world depend for their appreciation upon an understanding of the myths.

Since the myths stimulate the imagination, increase the vocabulary, vitalize the study of regional geography, and offer stimulus for reading and appreciating the best in art, music, and literature, let us give them back their rightful place in the literature program of our schools.

How to Teach the

Meanings of Communism

By ROBERT E. PRICE

MANY TEACHERS have found it difficult to teach the meanings of the word "communism" to students of junior-high-school age. The difficulty, from the teacher's viewpoint, has been the fear of criticism-a fear that has made some teachers avoid the teaching of this material or has made them gloss it over with oral explanations that were not understandable to the student. The word does have more than one meaning, and many people are not aware of the various meanings of the term. The meanings have been further confused by the context resulting from news releases associating the word with terms like academic freedom and intellectual honesty of teachers. Misunderstandings as to the meanings of the term, confusion in the minds of many as to the true issues of the contents of the news releases, and wide publicity given to investigations regarding infiltrations of Communist party members into schools and universities-all have tended to produce some degree of fear in the minds of teachers toward teaching the meanings of the term.

However, the teacher can teach this material, or can experiment and explore in this field of teaching, and yet remain free from criticism if caution is used. To one who has probed the field, the difficulties and obstacles have fallen away and certain techniques and methods have evolved.

The teacher's permission for a discussion on communism usually looses a flood of pent-up words and emotions. Questions, stories of what was seen in a show, retelling of TV programs, items from radio programs or newspapers—all come tumbling out from the overflowing dam that has been breached. The children seem to be thirsting for the opportunity to bring the forbidden subject into the open. There is little need for motivation or introduction.

The student usually has a preconceived idea that a Communist is a villain or unsavory character. And yet, this same student has little or no opportunity to talk about the subject. He is curious. Adults as a general rule have avoided conversations on the subject-particularly with children. Here, the teacher should assist the children in overcoming suppressed fears by pointing out that Communists are not representative of all the people of communistic countries, that great numbers of people in such countries are constantly working against those who have gained power over them. The teacher need not condemn or teach hatred; as his pupils assemble and study the facts, and then analyze them under the guidance of the teacher, he should permit them to form their own personal viewpoints as to

EDITOR'S NOTE

The teaching of controversial issues is controversial. The writer, who is principal of the Siuslaw Junior High School at Florence, Ore., has had his article reviewed by educational leaders in his own state, as he did not "wish to publish any material out of harmony with the educational policy of the state" in which he has a principal's certificate.

the nature of those governments which oppose our way of life.

A technique that has proved valuable in enabling children to discriminate between the meanings of the word "communism" is to use a capital C when the reference is to the activities of the Soviet or Red countries, and to use a small c when the reference is to a form of government or community enterprise. During oral discussions, one may form the habit of speaking of Communism "with a big C," or communism "with a small c."

Be Prepared to Limit Discussion

The exact amount of time and the number of classes to be devoted to the subject should be carefully thought out beforehand. At the end of that period of allotted time, the activity should be cut off short. Even though a tremendous amount of interest exists, the subject should be closed. Otherwise you are in danger of being carried away with the momentum that has developed. This could well focus attention on your activities through discussions at home, through news reports, or through other channels that might place you in an adverse light—even a "Red" light.

If the teacher desires to bring vocabulary study into the picture as a correlated item, it may be limited to less than a dozen terms. The two most important, "Communism" and "communism," should be thoroughly explained. If they are not clearly differentiated the teacher may be embarrassed by a fact noted in an encyclopedia that some religious groups within our own country have practiced communism in various forms. The resulting confusion could be damaging to a child's concepts of religion, and undesirable implications could be drawn regarding the teacher's activities.

The terms "socialism," "collective enterprise," "capitalism," and "Red" are almost certain to come up, so the teacher should be prepared to explain them thoroughly. Teach the Subject as Phase of Larger Unit

Never should communism be brought before the class as an individual unit of study; it should always be included as a part of a larger unit. It springs well from several sources within the social studies. It may be taught as an item for comparison between our government and other forms of government. It may be included as part of the study of Europe or Asia in geography. It may stem from current events. As long as it remains part of another unit of study, it can be controlled, introduced, and dropped without undue attention.

It is well to prepare an outline of the proposed teaching unit beforehand. This should contain the material to be handled and can be used for evaluation purposes by your supervisor or principal and retained for examination if any criticism of your teaching should develop.

Anticipate Student Reactions

Invariably, one or more of the seemingly intellectual students will seem to look upon communism as a desirable form of government. This experience is rather frightening, but remember, students have been taught to look at both sides of a picture; they have been taught tolerance. All through their lives they have been taught to try to find desirable aspects of undesirable situations.

If the teacher will examine the snap judgments of these students, he will generally find that they have lost track of the meaning of individual freedom and are noting the seemingly tremendous advantages of group activity. Here is an excellent opportunity to teach the true meaning of the individual freedoms. Freedom of speech, freedom of the press, freedom to govern one's self are part of our golden heritage. Our forefathers achieved these priceless freedoms through the shedding of their own blood. The teacher can emphasize, can give due recognition to, and can

promote the appreciation of, these gifts to American citizens.

In every group of students, periodical emotional disturbances occur in individuals. In all probability, some student will develop emotional disturbances while the meanings of communism are being taught. Because a student develops an emotional disturbance at this time does not mean that the teacher has stumbled on a secret subversive activity. It does not mean that the emotional student's values have been tampered with. It does not mean that the student's parent is a Communist. This student would probably have had his little temper tantrum if the teacher had been teaching something else.

Need for Sanction

The teacher who is going to teach the meanings of communism may feel the need for sanction for his actions; he will need to guard against the feeling of insecurity within his own mind.

He can well discuss with another teacher what he proposes to do. Our actions usually are evaluated by others, and this will give an indication of the reactions of others. The principal is responsible for a teacher's actions and teaching, and it would be wise to talk the matter over with him. Questions and problems raised by students may provide a helpful entry into these discussions; they may also provide the entry into the teaching unit. Recent national publications and statements from government officials seem to be providing teachers with some degree of sanction and authority for teaching the meanings of communism. A search of library periodicals will turn up a few articles on this subject.

If the tensions and mental health of a particular teacher are upset by facing the issue of communism, he is not well prepared to teach a class its meanings. The seeking of facts and the effort to understand the issues involved may dispel this reluctance from the teacher's mind. It is the teacher's duty to understand the reality of today's world and to understand the problems facing our country. It is also the teacher's duty to assist the student in understanding these problems so that the student may help in solving them during his adult life.

"He who dares to teach must never cease to learn," lends itself well to the teacher who approaches the subject of communism in the classroom. Teaching the meanings of "Communism and communism" and their differences should not be done in a haphazard manner.

Learning

Learning doesn't come from a book. Learning is not a cold-bodied capsule. Learning is living, and we learn from doing, seeing, and listening.

No one ever learned to play baseball by reading the rules and studying a book. Experience is the key to learning.

Some of our teachers feel that they must teach the book. They have it sectioned out week by week, month by month. "We have to cover this book," is their byword. In covering a book, students merely swallow the capsule.

Many of us have had experiences that are unusual. Some may even coincide with those of our students. Sharing these experiences with our pupils isn't wasting time; it may be adding fuel to the burning desire to learn. We musn't limit ourselves to the bareness of a book. At best a textbook should be no more than a framework for the course.

To assume that personality, people, and places are of secondary value is to be absurd. Since our subjects are living, moving things, let's teach them that way. Let us strive to bring into play all our resources, personality, talents, and those of our pupils too, to bring further meaning to our subject or subjects.

Our teachers must share with their students more than their knowledge of the subject. The best always do.—David Carr, Elgin, Ill.

Student-Teacher Day at Compton

By SAM S. ZACKHEIM

I don't know how you do it! It was this sentiment, expressed by Jim, a ninth grader, which echoed the surprise of our students after they had had a full day of "teaching" in Walton Junior High School. He told me that he had never realized the magnitude of preparation necessary for a successful day's teaching, or the problems of presentation and maintenance of interest. Jim has been the querulous type and only his admiration for his English teacher gave him the courage to apply for S-T (Student-Teacher) Day.

It all began when the student council recommended S-T Day, and the idea was developed by a series of meetings with our faculty. First, standards were set up: The student teacher must be acceptable to the teacher; at least two conferences must be held before the big day; complete lesson plans had to be worked out; two "faculty" meetings were to be held (one with only the principal, the second with the real faculty). The day included student requests for custodial, clerical, and cafeteria positions also. Our philosophy considers all employees as teachers, for the learning process is continuous in the lunch area and hallways as well as the classrooms!

EDITOR'S NOTE

Perhaps we often do things for students that they could do well enough for themselves. The example of a student-teacher day which the author describes is a case in point. He is principal of Walton Junior High School, Compton, Calif.

Jim and his thirty-six fellow "teachers" had definite ideas of their own for S-T Day. Jim had been inspired to apply for ninthgrade English by his respect for Mrs. Schultz, his instructor. Even her illness on the big day did not slow him down. He had already submitted to her the previous week lesson plans for his home room and five classes consisting of "Aims, Procedures, and Desired Results." Even though Jim is no great shucks as a student and is a 200 pounder interested in football, he had been sold by his fine teacher on a day's plan of "fostering an interest in and a love for poetry." He was prepared to teach rhythmic form and to lead the classes in criticizing. constructively, the poems they would write that day. Jim's "procedure" was to lead the classes in reading aloud the "Cheerful Cherub" poems by Rebecca McCann. He then suggested that his classes write on such topics as "Gum," "Fighting," and various other subjects dear to the junior-high students' hearts. Patsy wrote on the "Saga of the Pencil":

> Poor little me— From nine to three I stand on my head. Oops!—there goes my lead!

Bob wrote on a current subject, "TV and Homework":

Watching television can be fun, But should be watched only after homework is done.

You may not think this is fun, But your grades will benefit in the long run!

Containing a great deal of logic and hope was Rodney's contribution:

I went to school yesterday I'll go to school today, But I won't go to school tomorrow, 'Cause that'll be Saturday!

Sandra's work sounds quite poetic but is interpreted only by knowing the modern ways of speech:

On this assignment I'd like an A
So here I get ready to fire away:
To be a poet is quite a task,
So please don't laugh is all I ask.
Shakespeare was clever in all his words
But my few words are "for the birds"!

Of course, a few S-T's found teaching easy. Harold, principal for a day, thought it was a breeze to be the chief administrator: "All you do all day is have conferences with nice parents and work on plans!" (Note: He picked an easy day!) Gomez, who had his custodial chores to do that afternoon and evening, found his work boring but his conclusions pungent: "Why couldn't the darned kids pick up their own papers instead of making so much work for us men!" His request that he be allowed to smoke on the job was duly recorded but denied by his S-T principal! The girls who had chosen to be cafeteria workers really put in a day's work. They were tired but elated at check-out time, for had they not served a faculty of double the normal number and more student eaters than usual, curious to taste some "good food for a change"?

The student body seemed to have conspired for the day to be better citizens than usual, probably on the premise that one does not harass one's friends. After all, retribution can be swift and terrible the day after! This was a good lesson for the regular faculty in "winning friends and influencing people" for succeeding days. "Get them to join you; don't try to lick them!"

S-T Day was not over until both staffs had met late that afternoon to exchange thoughts, results, and some recriminations. The S-T's wrote evaluations on their experiences, while the faculty recorded observations and suggestions. Each youngster was asked to express his reaction to teaching as a future profession. Gratifying was the response: Out of thirty-seven students participating, eighteen wanted to pursue pedagogy, nine thought they might like to become teachers. Most inspiring of all was the response when our faculty discussed the formation of a Future Teachers' Club in our school. Six men and women volunteered to sponsor such an organization, and the first meeting not only drew the twentyseven "definites" and "possibles," but six additional recruits!

International Exchange of Persons

The international exchange of leaders, specialists, and students can play a vital role in strengthening the cause of freedom throughout the world.

That was the consensus of educational, governmental, industrial and labor leaders at a recent conference called by the Institute of International Education. They unanimously agreed that the exchange of persons could (1) help under-developed countries to help themselves economically, (2) increase mutual understanding between the United States and foreign countries, (3) provide meaningful experience to combat world-wide totalitarian propa-

ganda offensives, and (4) offer foreign representatives new insights into the freedoms of democracy.

Conferees advocated far more exchanges of leaders, technical experts and communication specialists and called for expansion of exchange programs of all types.

They were also agreed that if America is to properly carry out her present dominant role in world affairs, increased training of Americans through exchange and through area studies is urgently needed.—Conference, Institute of International Education.

Criteria for a

FOREIGN LANGUAGE PROGRAM

By WALTER V. KAULFERS

IF I WERE ASKED, "What is a good foreign language program for today's high-school youth?" I would be tempted to answer in terms of three criteria that tend to make a language program good to the extent to which they are met.

First, a foreign language program is good to the extent to which it is adapted to the students who are required, permitted, or encouraged to enroll in the courses. In this respect, the programs of most high schools were perhaps better fifty years ago than they are today. In 1900 most high-school students came from that level of the population which not only took a college education for granted but also could afford it without excessive strain on the family budget. The language programs of the time were designed mainly for this group, and in terms of their objective served their students very well.

Viewed in the light of today's need for a better understanding of other peoples and their cultures, the language courses of the time were, perhaps, too academically linguistic in emphasis. Like the lady once described by Stuart Cuthbertson, my own first teacher in high school some thirtyseven years ago must have written her master's thesis on "The Uses of the Subjunctive." At the end of two years, all I knew about the Spanish- and French-speaking people of the world was that they were either in a "contrary-to-fact" mood or else had "indefinite futures" because of the "indefinite antecedents." Obviously, few students can be expected to develop an abiding interest in the literature and culture of another people if all they ever hear about them in preparatory courses is that they have a past which is either imperfect or maddeningly irregular, that they become very "familiar" when they know you better, or else go into one of those contrary-to-fact moods that must make them very hard to get along with! Yet it is doubtful whether, in our day, a knowledge of a language without a knowledge of the people who speak it is more than "half-safe" if we would learn to live with them in a world now so small that nothing today is foreign.

Since 1900 the rapid expansion of facilities for a high-school education, partly as the result of the extension of compulsory education to age sixteen or eighteen and partly as the result of the need of commerce and industry for more and better trained workers, has completely changed the social and economic composition of high-school student bodies. At most, only a third of the students, and more often only one-fourth or one-fifth, now come from homes in any way comparable to those from which students came in 1900. Many feel obliged to leave school to go to work at sixteen. They would not be reached for more than two

EDITOR'S NOTE

One of the foremost authorities on foreign-language teaching in the country, the author is professor and curriculum specialist in foreign languages, College of Education, University of Illinois.

¹ Stuart Cuthbertson, "Yardsticks and Values," Bulletin of the Colorado Congress of Foreign Language Teachers, VII, No. 3 (February, 1952), 1-4.

years even if a four-year program in languages were offered. Of those who remain till graduation, over half enter business, industry, agriculture, or the armed services without further training in a liberal arts college.

Although some schools have developed programs suited to these changed conditions, the majority still have difficulty coping with students who differ significantly from those who enrolled in language classes before 1900. In the solution of this problem the many resources now available in the way of audio-visual aids and more adequate and varied textbooks can be of great practical service. Until the problem is solved, however, as many "confused" language programs as "good" ones are likely to be the rule. Conferences and workshops devoted exclusively to the development of practical solutions would contribute significantly to the improvement of language instruction, especially if the solutions take into account not just the few high schools which enroll a thousand or more students but also the large majority-nearly two-thirds-which enroll less than two bundred students. The latter could hardly afford any foreign-language teaching at all if the young people who are certain to drop out at the end of two years, and all who are not "academic minded" in the college preparatory sense, were to be excluded. The cost of instruction per pupil in the tiny classes that would be left would become so prohibitively high that no board of education could long resist the pressure from taxpayers.

Where failure to solve this problem has already led to a loss in language enrollments,² it has been much easier for groups to unite in forcing changes—even in college entrance requirements—than to raise the tax rate sufficiently to finance classes of six, seven, or eight students. For this reason, satisfying as many young people as profess

an interest in foreign languages and as many more as can be easily interested in them regardless of their ability to meet university entrance requirements is not only a criterion for a "good' language program but also a sine qua non for the longrange prosperity of the languages in the large majority of the nation's schools.

Although teaching students of varied backgrounds and abilities in a class of more than ten or twelve is not so easy as processing a carefully preselected group of thirty, present conditions seldom allow any other alternative. That much can be done, however, is shown by the records of many institutions in which enrollments have increased as much as 300 per cent within three years, while in neighboring communities a steady loss in enrollments was simultaneously taking place.3 Unfortunately, the competence in subject matter, the flexibility of mind, and the versatility of method that are required to succeed are no more prevalent in the languages than in any other branch of the curriculum. Only in a very few states do we expect new teachers to possess a level of competence comparable to that demanded of veterinarians before they are allowed to treat a dog or a cat.

Nothing that has been said should be taken to mean that a foreign language curriculum cannot be good if it is limited only to college-preparatory or academically minded students. The point is rather that such a program would soon price the languages out of the market in at least two-tivirds of the high schools. Even in cities large enough to support so select a program, powerful opposition would not be lacking, even among teachers. Wherever counselors and guidance officers have steered students away because their school and aptitude records plainly showed that

^{*}Walter V. Kaulfers, "Midcentury Enrolments in High-School Foreign Languages," School Review, LXI, No. 4 (April, 1953), 232-236.

Walter V. Kaulfers, Modern Languages for Modern Schools, pp. 347-348, and Foreign Languages and Cultures in American Education, pp. 22-23 (New York: McGraw-Hill Book Co., Inc.).

they were not academically minded, the reactions of teachers to the smaller enrollments has seldom been one of gratitude or appreciation. The extent to which offerings are adapted to as many students as are required, permitted, or encouraged to enroll is, therefore, one of the most important criteria for a good language program.

The second criterion relates to standards and objectives. A good foreign language curriculum is one that yields more satisfactions than discouragements to students and teachers. Surely a program is maladjusted in some critical respect if it produces widespread dissatisfaction among teachers with their students or misunderstandings among teachers, parents, or administrators. Conferences to secure agreement on what kind of program the community can afford to support, and on what kinds of students are to be admitted or rejected, should not be so difficult to arrange as the infrequency of such conferences, and the resulting evidences of misunderstanding, would seem to indicate. In dealing with professional educators, foreign language teachers have been more inclined to denounce their enemies than to honor their friends. In reality they have many friends among the administrators-including some very successful former teachers of languages-but they are too often carelessly tossed into the hamper with all the rest. That is bad public relations. At best, it does no harm; at worst, it does no good.

Although clearing the channels of communication between specialists in languages and specialists in school administration would make for pleasanter teaching conditions in many communities, a curriculum productive of more satisfactions than dissatisfactions can be realized only if it is directed toward attainable goals. No teacher can take young people of widely varying backgrounds, abilities, and vocational destinations and compress them into a uniform product—all packaged and grade-labeled to suit everybody's convenience.

Human beings are not easily turned into standardized interchangeable parts of a colossal educational, industrial, or military machine. The wisest education is that which encourages people to make the most of their usable differences, and then helps them find the place in life where they are needed most.

So long as any teacher is disturbed by normal differences in ability to learn, so long will teaching provide unending causes for annoyance, scapegoating, and irritation. The most that any teacher can do is lead each individual as far beyond his starting point as his ability and will to advance permit. If no progress at all is possible, common sense would indicate that time and attention would be more profitably directed to some other field. In fact, good teaching, if it is equally fair in the time and attention which it gives to the precocious as compared with the slow student, will increase rather than decrease individual differences. For while the slow learner will gain under good instruction, he is not likely to advance nearly so much as the precocious pupil in the same length of time.

Moreover, the differences between the two will increase rather than decrease from year to year. The degree to which we can experience more satisfactions in teaching, therefore, depends largely on the extent to which we can tolerate very small gains along with some very large ones in the same classes.

We can no more expect that all people can master the basic essentials of any language in two years than we can command them all to be six feet tall by their sixteenth birthday. Only when we are licensing people to practice on others professionally is it absolutely essential that we insist on a minimum standard of competence at a specific time.

⁴Thornton C. Blayne and Walter V. Kaulfers, "College Entrance Requirements and the High Schools," Modern Language Journal, XXXVII, No. 4 (April, 1953), 195-197.

Although all possible means should be used to encourage every student to achieve as much as his capacity to learn allows, gains in many cases will be small regardless of the standards that a school or college may impose. To judge gains only in terms of our professional standards as teachers is a little dangerous. It can even mislead us into counting as failures many students who could rightfully be counted as successes. I am reminded of a young man of twentyseven who once enrolled in a night-school class in beginning French some twenty years ago. He was so attentive and alert and so precocious that my pleasure in having him as a student was dampened only by the fear that through some carelessness of mine his brilliance might discourage the other students or their slowness discourage him. For twelve weeks he attended class faithfully. and then was seen no more. I felt a little disturbed by his unexplained withdrawal. but finally dismissed the matter as something that probably has to be expected in teaching voluntary classes to employed adults in evening high schools.

It was not until some six months later that I learned the reason for his withdrawal. While shopping one Saturday, I felt a friendly tap on the shoulder. Turning around, I saw the young man who had first distinguished and then suddenly extinguished himself in French. Almost his first words were: "Say, I never did have a chance to tell you how much I enjoyed that French class." In a somewhat jocular mood, I could not help replying facetiously: "Yes, and I noticed that you dropped it in a hurry, too!"

"That's what I wanted to tell you," he continued. "You see, I'm doing quite a little professional singing and wanted to learn just enough French pronunciation to be able to add a few French numbers to my repertoire. My wife and kids often keep me tied down nights. Besides," he added slyly, "you were starting to teach more French than I care to know."

In his own mind he had achieved his goal. From his own point of view, the course was a success! In terms of my own professional aims and standards, however, I could easily have listed him among my failures, and thus added another unnecessary cause for discouragement and frustration to my life's work.

In many high schools and even junior colleges we shall always have a considerable number of young people whose ambitions in language are modest. Often that is fortunate, for modest ambitions are frequently all that they can hope to realize. Some boys and girls will even enroll in our classes for no other reason than that they think it might just be fun to know a little French or a little German or a little Spanish. Surely that is not an entirely worthless objective. I would not deliberately belittle it, any more than I would discourage a youngster from taking piano lessons merely because he wants to play a little among friends rather than to become a professional pianist. It is unfortunate that we have sometimes been too disposed to make people feel that they have achieved nothing worth while unless they have laid a firm foundation in high school for a subsequent doctorate in Romance philology or a Ph.D. in the literature of the Golden Age. To the extent that the colleges have helped promote this conviction, to that extent have they helped price the languages out of the market of public education for many young people.

In the future, would it not be preferable to stress that even a limited command of a second language can be useful as well as personally satisfying, and then prove it each week in the organization and conduct of our classes? On the various air liners that link the Americas I have often listened to the announcements made in two or more languages by stewards and stewardesses. Some of them were obviously Americans who had learned Spanish. Their pronunciation of such phrases as Abrochen, por Javor, el cinturón, while readily intelligible

and basically correct, still had the stamp of the American school upon it. On several occasions I could not resist speaking to them in Spanish. Few were fluent in the language; some could understand it only with difficulty; yet all were able to put what they knew to practical use. If anything, they seemed pleased with what they had learned, even though their teachers were probably discouraged by all that they had failed to acquire. Using movable standards as lures to progressively higher levels of achievement is good psychology; setting them up as fixed hurdles for all, is not.

That foreign language teaching has not commonly been regarded as a highly successful venture in mass education can frequently be attributed to high-school and college teachers. After all, the ambitions of the average American in foreign languages are usually very modest indeed. An American coed in France once asked the novelist Jules Romains why he had never visited the United States. His reply was that he did not know enough English to make such a visit worth while. All the English he knew consisted of a few random phrases like. "how do you do?" "I love you," "forgive "forget me," "ham and eggs," "please." Astonished at his reply, the young coed explained, "What do you mean you can't speak English? With a vocabulary like yours, you could take a trip clear across the United States!"

It would be irresponsible to certificate anyone as a professional translator, interpreter, or teacher who had not achieved an acceptable standard of proficiency. But when little more than the individual's own good or his personal interest is involved, a professional or even preprofessional standard is not the only criterion for success. We shall always experience more dissatisfac-

tions than satisfactions in language teaching, and even communicate our frustrations to others, if we can judge success only as reflections of our own image.

Finally, a foreign language program is good to the extent to which it contributes to the basic purposes of general education in our time.

Foremost among these purposes is the development of enlightened human relations on a wider scale than ever before. This objective is especially important in view of the decisions that this country is daily called upon to make in its dealings with its own citizens and with the peoples of other lands.

Because a narrow disciplinary concept of language work dominated many elementary and intermediate classes of the last five decades, the appreciation of our field is not everywhere so great as it should be. That is unfortunate, for I know of no group of teachers that has at times done so much to get so little. Yet if John Doe, as spokesman for the average American, were to write an obituary for the typical language teacher—English or foreign—I think it would still read something like Jacob C. Solovay's epitaph for language teachers:

Here lies a teacher deep in ground The hand of death has stilled him. His mind was well, his body sound The compositions killed him.

You need no more of problem verbs, Your appetite is sated, So gently lie 'neath earth and sky Completely conjugated.

Effective implementation of the essentials of a good language program in an increasing number of elementary and secondary schools is already rephrasing that epitaph with words that say, "The world is brighter, fairer, because we passed this way."

SCIENCE TEACHERS:

What you can do to help your students to read more efficiently

By DELWYN G. SCHUBERT

"I know that helping students read more efficiently is my job and my responsibility as much as anyone's," exclaims the science teacher, "but won't someone give me some practical suggestions as to what I can do?" The science teacher may rest assured that he can help students in a large number of specific ways.

One of the basic objectives in teaching science is building up a vocabulary of scientific terms. Paradoxically, the vocabulary burden is primarily responsible for the difficulty experienced by the student in reading science. If he can master the vocabulary of a course in biology or physics, the battle is half won. The following suggestions are recommended to help students learn scientific nomenclature:

Have a rotating, vocabulary-spotting committee whose job entails prereading chapters for difficult terms. Give this committee time to present new and unusual words before the class covers the assignment in which the words are involved. Have a periodically scheduled vocabulary down game. This can be conducted in the same manner as the old-fashioned spelldown game which elementary teachers have used successfully for years. If competitive teams are involved, the motivation for mastering scientific terms will prove amazing.

Develop word puzzle games for scientific terms. (See example below.)

Play a variation of bingo by replacing numbers with formulas or technical terms. This game has tremendous appeal and can be used with large or small groups.

Encourage students to employ a card system for mastering technical terms. Cards have distinct advantages. They are handled easily, can be carried and kept in readiness for study during the day when many and unexpected time bonuses arise, and can be categorized simply—the "I know pile" and the "I don't know pile." Periodically, students should be permitted to get together in small groups for the purpose of quizzing

Scientific Word Puzzle Game

				+7	+				
1. One of the humors of the eye.	R	0	D	S	X -	- X -	- X	(4)	
2. The outer layer of the eyeball.	C	0	N	E	S	x -	- x	(5)	
3. The opening of the eye through which all light passes.	R	E	T	1	N	A	x	(6)	4
4. The colored part of the eye.	A	Q	U	E	0	U	8	(7)	7
5. The layer of the eye in which the rods and cones are found.	s	c	L	E	R	A	x	(6)	+
Sensory bodies of the retina which react to dim light.	P	U	P	1	L	x -	- X	(5)	
7. Sensory bodies of the retina which react to color.	I	R	1	5	X -	- x -	- X	(4)	

each other on the vocabulary cards accumulated.

Many science teachers find it practicable to differentiate their assignments in such a way that the less capable readers are allowed to omit sections in the text which obviously are too difficult. If the class is divided into three groups—poor, average, and superior readers—the instructor will find that he can devote additional time to the poor readers since the other groups are capable of carrying on more or less independently.

It is very helpful to have on hand copies of other texts to parallel your classroom text. These texts can be used to provide superior readers with additional reading and inferior readers with material on their level. By reading easy material, the poor reader frequently builds up concepts requisite for handling the more difficult passages encountered in the classroom text.

Superior readers can be used to work with individual students or small groups experiencing difficulty. These teacher pupils should be given instructions on how to proceed and be requested to report back to the instructor regarding difficulties encountered and progress made.

To encourage wide reading of science materials, provide your students with a classroom library corner where attractive

EDITOR'S NOTE

Do you want to know how a variation of bingo can help the science teacher to get his students to read more efficiently? If you do, read on and learn some practical means for sharpening the reading habits of science students. Dr. Schubert is director of the reading clinic at the Los Angeles State College of Applied Arts and Sciences.

pamphlets, magazines, and books are displayed. A myriad number of fascinating materials can be obtained free from industrial firms such as General Electric, United States Steel, and so on.

Point out to your students that all texts have shortcomings and that the book they are using in class is no exception. Induce them to challenge the text by checking it against other sources. Whenever the text lacks information, give your students leads on places where they may expect to find additional data.

The science teacher can do a great deal to help his students read more efficiently. He must recognize, however, that some students are so seriously retarded that they require the help of a reading specialist. Such students are in need of remedial as well as developmental aids in reading.

History via Films?

Might we not consider shifting our energies and expenditures of money to the more effective mass communicating media? Could we, for example, concentrate on developing a complete series of films on world history, United States history, and geography, which could be used in the various grade levels? Such films, supplemented by classroom discussions and drills, could appreciably cut the time now devoted to the study of history, with probably

more effective results. In addition, might we not spend some time assigning students to view and listen to selected television and radio programs and use these as bases for developing the concepts we deem important? . . . Books will always continue to be useful learning tools; but our love of books need not make us overlook the educational values of the mass communicating media.—Hyman M. Boodsh in the Social Studies.

SELF-CONFIDENCE:

Can Be Undermined or Developed in School

By EMMA REINHARDT

IN THE SPRING of 1955, sophomores in my class in "Human Growth, Development, and Learning" were asked to prepare an assignment suggested by an exercise in Laboratory Workbook in Applied Educational Psychology by Pressey and Troyer (Harper and Brothers). They were given the following directions:

"Describe an episode which happened to you in elementary or secondary school which tended to destroy or undermine your self-confidence or self-respect. Give the circumstances which led up to this episode and the background causes so far as you now understand them.

"Similarly, describe an episode which helped increase your self-confidence or caused you to find yourself. Again, describe the circumstances and the background."

Reports were received from fifty-six students-eighteen women and thirty-eight men. Of incidents that undermined confidence, the greater number occurred in the elementary school. Eleven women and twenty-two men mentioned such experiences, while seven women and sixteen men related happenings at the high-school level.

Some of the incidents were of such a nature that not even the most understanding of teachers could have anticipated that they would linger in a student's memory for a decade or more. For example, one student recalled that once when he was unable to answer a question in a social science class "the teacher shook his head as if it were a lost cause. I was quite sensitive to this as I was inclined to be very timid."

Other incidents were obviously serious. Of course, one cannot infer accurately from the reports just which episodes were fraught with the most harm. Possibly no one suffered more humiliation than a secondgrade boy who was refused permission to go to the toilet. Little wonder that he wrote: "I have never forgiven that teacher because it was a long time before I was able to hold up my head again. The incident caused me to be shy and withdrawn practically all through the grades."

Experiences reported at least five times by men and women included criticism of classwork, unjust accusation for misconduct, uncomplimentary remarks about personal characteristics, ridicule or punishment in the presence of classmates, invidious comparison with siblings or classmates, and lack of success in extracurricular activities, especially basketball and football.

Excerpts from three students' papers illustrate the tenor of a number of reports. The first quotation high lights the effect of a thoughtless and probably inadvertent remark:

When I was in the seventh grade, I wanted to be in a class play. The teacher told me that I had a good voice but that I could not be in the play because I was too fat. She told me this in front of the whole class. I felt terrible and for one whole week I would eat nothing but fruit. For a long time I dreaded to go to school because I was ashamed of my weight. Even now I can remember how I felt when all my friends laughed at me for being fat. I do not believe the teacher meant to hurt me, but the remark just slipped out. Of course, I was very sensitive about my size anyway.

The second quotation also deals with a comment about personal appearance. In this case, however, the words seem to have been uttered not unknowingly but deliberately:

In a high-school physical education class for boys, the teacher was discussing complexion prob-

EDITOR'S NOTE

Good teachers have always been more willing to praise than to blame pupils. The author, who is head of the department of education and psychology at Eastern Illinois State College, Charleston, Ill., lists actual classroom experiences which her pupils say have fostered or undermined their own feeling of self-confidence.

iems. He said that such problems are directly related to cleanliness and do not arise if a person washes his face regularly. Then he used me as an example. He had not been in the school system long enough to know that I had been under a doctor's care for several years and that I probably washed my face more often than he did. I have always been sensitive about my complexion, and this incident really hurt me. It was several months before I could face that group again with any feeling of self-respect.

The third quotation reveals a deep hurt caused by disparaging comparison with a sibling:

This happened in the middle of my freshman year in high school. My brother, Paul, was very intelligent and I was always told how wonderful he was. He had been graduated from high school at sixteen as valedictorian in a class of over five-hundred boys. Even though I did not attend the same high school, teachers were always asking if I were Paul's sister.

In English class one day we were assigned a short story. I read the wrong story and next day when we had a test I handed in a blank paper. I expected the teacher to be angry, but I did not expect her to make a big issue of it the following day. She demanded to know why I had handed in a blank paper. When I gave my excuse, with the class laughing at me, she said it was too bad I was so stupid that I couldn't at least have thought up a better excuse. She said that my mother was probably disappointed because I wasn't half so bright as my brother and that my brother was probably ashamed of having such a sister. I felt like crying but did not want to break down in class so I got up and started to walk out. My teacher yelled, "Where do you think you're going?" I lost my temper and told her to go home and yell at her own kids but to let me alone.

I guess it wasn't her fault completely because she didn't know how I had Paul shoved down my throat at home. But I still don't believe she had any right to compare me with Paul. Sure I was rude and nasty to her but it was in self-defense. I was sent to the discipline office, where I was told to apologize to her, but I just said she owed me an apology first. This was the beginning of a hectic two years of school for me. Most of the teachers expected me to be dumb and cause trouble, so I did.

Now we turn to episodes developing selfconfidence. The greater number occurred at the high-school level, with twelve reported by women and twenty-five by men, as compared with six by women and thirteen by men for the elementary school.

As with experiences impairing confidence, incidents building up confidence were tinged with emotion. The passing years had not dimmed the feeling of joy of the girl who had the honor of carrying a banner in a May Day parade, or the satisfaction of the student who was voted the best girl citizen in the eighth grade, or the triumphs of girls and boys who had won in band contests or had taken leading parts in class plays or had scored victories in athletic competition.

Experiences reported at least five times by men and women included praise or other recognition for outstanding classwork, praise or other reward for good conduct, and success in extracurricular activities. Special mention was made of positions on the staffs of school papers and yearbooks, roles in class plays, and participation in basketball and football. Nearly all of the episodes contributing to the development of self-confidence involved efforts motivated by a desire to defeat somebody else. Perhaps they reflect the fact that competition is too infrequently regulated so each person competes with himself. Instead of being expected to measure up to his own potentialities, he is pitted against classmates whom he may never surpass or whom he may excel easily.

Selections from three papers give the flavor of some of the situations that encouraged self-esteem. The first excerpt shows how a single success may have farreaching consequences:

In my sophomore English class of thirty students were several exceptional boys and girls. One girl in particular I had always admired. Her mother was a teacher, and Sara was the star pupil in all her classes. She was always dressed in more expensive clothes than the rest of us and seemed to have no trouble making friends. As far as grades went, I ranked about tenth in the class. I had never thought that it would be possible for me to compete with Sara either scholastically or socially. I was the quiet kind who stayed indoors and read a great deal.

One day our English teacher gave us a vocabulary test. I struggled my way through it. I realized that there were an awful lot of unfamiliar words, but I did not suspect that they might be as difficult for others as for me. Next day the teacher announced that two pupils had done exceptionally well and had far excelled the rest of the group. My immediate thought was "Sara and who?" I was astonished when the papers were returned and I found that it was I who was competing with Sara. In fact I had three points more than she had.

The teacher told me after class how greatly pleased she was with my work. Never before had a teacher expressed such approval of my work or taken any apparent interest in it. Thereafter I liked the teacher so much that I studied furiously when tests came up. Naturally my grades picked up and so did my social outlook. I began acting friendly toward everyone and soon joined a group of girls where I became a close-knit member. Before long I could hold my own with the best of my classmates, both scholastically and socially.

The next experience boosted the morale of the man who had been the target for the barbed reference to his complexion:

When I was a senior in high school I was awarded the degree of state farmer in the Future Farmers of America. I had to go to a meeting at the University of Illinois to receive this award and I felt I just couldn't face the crowd. I had decided to say I was sick and couldn't go, but my agriculture teacher persuaded me to change my mind. He encouraged me in every way possible and I finally encouraged me in every way possible and I finally form through with it. I feel that the teacher's confidence in me and the fact that I received the award in person really helped my feeling of self-confidence.

The third incident, related by the woman who had been compared unfavorably with

her brother, Paul, shows how over a period of time a teacher helped a student overcome a major difficulty and achieve a genuine success:

The summer before my junior year I decided I wanted to teach. I knew that I must go to college in order to reach my goal. I knew, too, that I would have to straighten out my messy record. When school started, I really did try to improve. But I soon found that the teachers had branded me and no matter how well I behaved and how promptly I got my work in, I always got the blame when something went wrong.

My home-room teacher, with whom I had battled my first two years, realized what was happening. She called me in one day and we had a long talk. She said that she had faith in me and that my intelligence tests proved I could do good work if I applied myself. This may sound silly, but up to that time I honestly believed I was too stupid to do good work. My teacher warned me that I would have difficulties at first and she was right. Gradually, however, the teachers began to notice the difference in my attitude. The results were well worth my struggle, because my later record bears no resemblance to my earlier one. I know that my home-room teacher deserves the credit for stimulating me to improve.

The students' reports make clear the importance of minimizing the number of incidents that lower self-confidence or self-esteem and of multiplying the number of wholesome situations that engender self-respect.

In an impatient gesture or a hasty word may lurk the genesis of a personality disorder for some pupil. On many a hectic day bristling with problems a teacher may have occasion to remind himself that "a tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use."

Happily, by way of contrast, a smile of encouragement or a word of approval may spur a pupil to worthy accomplishments. Again and again a teacher witnesses the beautiful miracles which can be wrought "by leading a despairing child into a trifling success."

Pathways to Understanding

By ALICE PHILLIPS

A UNIQUE workshop in the field of homeschool relations, basing its program on a three-way partnership of parents, principals, and administrators, has been at work in New York City since 1950. Some of its findings are now being made public.

The Workshop for Parents' Association Groups and Principals of Districts 21 and 22 in the Bronx (including the sections of Kingsbridge, Riverdale, Mosholu, Tremont, and Fordham) was launched under the direct sponsorship of Johanna M. Hopkins, assistant superintendent of the two districts, with the endorsement of Dr. William Jansen, superintendent of schools of the city of New York. This workshop sought to provide a means for more organized contact between parents and educators than had previously existed and thus to create an effective system of communication and a basis of real understanding.

The twenty-three principals of public schools who joined Miss Hopkins in setting up the workshop felt that many of today's tensions and fears stem from the absence of a realization of other persons' aims and purposes, and that, particularly when children start to go to school, parents are likely to fall prey to such fears. The initial objective, therefore, was the formation of a group of parents and other citizens who

would meet with educators to study, discuss, and analyze modern educational practices. It was hoped that the members of this group would become so well acquainted with the aims and techniques of today's classroom practices that they, in turn, would be able to help educators plan programs which would stimulate the wholesome growth of their children.

A general invitation to participate in the workshop was issued to the presidents of all parents' associations. The associations and the principals of the schools, together, chose qualified parent representatives, and the first meeting was held in September, 1950. It was decided that the first year of operation would be devoted to a series of lectures on the present-day educational program, to "educate" the parents to the language and to the application of educators' theories and practices. The lecture series was presented by principals and curriculum coordinators and dealt with such topics as "Basic Principles That Have Affected the Greatest Number of Changes in our Educational Program," "Discipline in a Modern School," "The Junior High School," "Working Together for the Wholesome Growth of Children."

In June, 1951, a subcommittee of the parents' group prepared a summary of the lectures, which was distributed to the principals and parents' associations of the twenty-three schools in the districts, to Dr. Jansen, and to many schools, teacher-training colleges, and parents' associations throughout the country. A secondary school in Hong Kong also asked for, and received, a copy of the report. An important part of the summary was the section relating to junior high schools, which helped to clarify many misconceptions about the conversion

EDITOR'S NOTE

How can parents and interested citizens learn more about public schools? Mrs. Phillips, who is publicity chairman for the Workshop for Parents' Association Groups and Principals of Districts 21 and 22, Bronx, New York City, has some leads for anyone interested in exploring the topic further.

of kindergarten-eighth-grade schools to kindergarten-sixth-grade schools and junior high schools, then about to be launched throughout New York State. This section was reprinted widely in parents' association publications and was frequently used by principals in meetings with parents to orient them to the changes about to take place in the school system.

The chief project for the school year beginning in September, 1951, was the preparation of a report on special services then available in the district office in such fields as education for homebound children. remedial speech and reading classes, and special guidance facilities. This report also was published and made available not only to parents' associations in the two districts but to many other groups.

High light of the program from September, 1952, to June, 1953, was the presentation of a series of eleven fifteen-minute radio broadcasts on a local station, explaining and analyzing the activities of the workshop. Among the themes of the broadcasts were "Report Cards," "Parent-Teacher Conferences," and "The Three R's without the Hickory Stick." In the preparation and presentation of the broadcasts, as in all other projects of the workshop, parents and school personnel worked closely together. In the process many parents relearned halfforgotten research techniques, and many educators found the pathway to understanding of the language and points of view of lay persons. These shared experiences helped to develop an even closer accord among members of the workshop.

From September, 1953, to last spring some of the subjects of workshop meeting presentations were "Implementation of Social Studies Curriculum," "Junior High School," "Current Controversies in Education," and "World of Work."

One of the important features of this workshop is its simplicity of operation. It has no officers, no member dues, and only three committees: the steering committee, which plans topics for the monthly meetings; the workshop library committee, which gathers educational literature for the members' use; and the public relations committee, which publishes a quarterly bulletin in addition to its usual duties.

Members of the workshop are in general agreement that its accomplishments have been based on the fact that the initial impetus for the formation of the group came from Miss Hopkins, her assistants, and the principals of the schools in the districts. The feeling is that parents respond more readily to a call for this kind of educator-parent activity when it comes from the "school" side and has continuing and enthusiastic support from the educators. The children of the schools in these two districts have reaped the direct benefit of the close cooperative efforts on their behalf, and the understanding and improved knowledge of all workshop partners have meant a closer bond between home and school and a unanimity of purpose for our children.

A Challenge to Teachers

By Blanche Berson Robbins (Evanston, Ill.)

Millions of windows, they tell us, Are smashed through mishap or choice, Balls and stones flung carelessly upward By unpretentious small boys.

How industry's coped with the problem! To laminate, wire glass, alloy, In vain! It's up to the teacher to do it, To evolve a nonrock-throwing boy.

DEATH OF A SCHOOL

By M. E. HERRIOTT

IN THESE days of burgeoning urban populations, it is most unusual for a school, especially a junior high school, to be closed. Yet that has happened to three junior high schools in Los Angeles during the past two-and-a-half decades. First to go was Sentous Junior High School, founded in September, 1912, and closed in 1932. Some fourteen years later Central Junior High School, founded in February, 1911, was closed in June, 1946. Next to succumb to the encroachment of business, industry, and the fabulous freeways was Lafayette Junior High School, first opened in September, 1911, and closed in June, 1955.

Fortuitously, the writer had some connection with each of these events. When Sentous closed, he was in charge of secondary curriculum for the Los Angeles city schools. When Central Junior High School closed, he had been its principal for a decade. When Lafayette Junior High School closed, he had been its principal for a full nine years. Inasmuch as my most intimate connections have been with Central and Lafayette, I shall speak principally of these two.

It is but natural that the reader's first questions should be: What factors determine the closing of a school? How is the decision to close the school reached by the superintendent, by his staff, and by the board of education?

The first factor is economy of operation. Obviously, there must be a point at which a declining population makes it distinctly uneconomical to continue operation of a school built for a much larger enrollment. This point seems to be a minimum enrollment of seven or eight hundred in Los Angeles. Here we usually build our schools for a normal capacity of fifteen or sixteen

hundred but with possibilities for exceeding two thousand by adding temporary housing (classrooms). During the school year 1953-1954, Lafayette Junior High School had an average daily attendance of 765, compared with an average of 1,542 for all of the thirty-eight junior high schools in Los Angeles as of that year. (Today, there are forty-five junior high schools in Los Angeles, with still more to be built in the next few years.) The total cost per A.D.A. of all direct expenses for Lafayette was the highest for any of the schools, being \$447.21, compared with the average of \$315.02 for all thirty-eight junior high schools. Only one other school even reached the four-hundred-dollar mark.

A second factor is the rate and extent of decline in population. For the school year 1946-1947, Lafayette had an enrollment of nearly fourteen hundred. During the succeeding eight years, it declined to approximately seven hundred, and at an accelerating rate.

A third factor is the convenience and availability of places for the students in other junior high schools. The early basic pattern (never actually realized) for building junior high schools in Los Angeles was to place them so that each served a district of a mile-and-a-half radius. But because the junior high schools started small in 1911 and the population of downtown Los Angeles was fairly concentrated, the first schools formed a tighter cluster than they would have, had the basic pattern been closely followed. Consequently, not only Central and Lafayette but also those junior high schools surrounding them were declining in population-only for Central and Lafayette the decline became critical sooner.

Once the die is cast, what are the major problems facing the principal of the school? Briefly, they are somewhat as follows:

(1) To gain the acceptance of the community. (2) To secure the co-operation of the faculty and maintain faculty morale. (3) To inform the students and keep their loyalty. (4) To carry out the actual "dismantling" process: relocate the faculty and other staff members; relocate the students; deposit records for future reference; relocate the youth center associated with the school; dispose of student-body property; distribute student-body funds; close the school with dignity.

The first three problems are so closely interrelated and the ways of meeting them are so clearly interdependent that they have to be dealt with conjointly. The studies leading up to the decision to close Lafayette were conducted in true secrecy by myself and the Assistant Superintendent in Charge of Junior High Schools, E. A. Jarvis. At school, I took into my confidence only the two vice-principals. Eventually, the principals of the four neighboring (receiving) junior high schools were called in by Mr. Jarvis for consultation. The decision was final. The recommendation would be formally drawn up and presented to the board.

with every probability that it would be sanctioned. I knew the word would soon pass, if only as a rumor. This was in early December, 1954.

I hastened from that meeting to the school to break the news: first to the faculty at a quickly called meeting during the morning "nutrition" period; then to the students at a special assembly immediately following the faculty meeting; finally to the school's P.T.A. that same afternoon. At these three meetings, I first presented the facts of declining population and enrollment, well known to faculty, students, and parents. Then I told of the decision. I appealed for continuance of good school morale, urging that all strive to make the last semester the school's finest.

Through everything ran a note of pathos. A true institution, a school, was to be no more. It had character, even personality. It had meant much in the lives of many teachers, of a host of boys and girls, of many who are now men and women, of some who have achieved eminence. Into their lives would come a void once the school was closed.

A period of shock and adjustment followed the announcement. The faculty rallied and became more closely knit in their adversity, much as a family who have lost a loved one. The students began to vie with one another: to be the last president of the student body, to be members of the last student council, to make the last graduation the finest ever, and so on. The community accepted the decision with a minimum of questioning and protest. The P.T.A. continued active until the formal motion to disband was made at the last scheduled meeting in May. The Central Community Coordinating Council set to work to study the effects-on the community, to work toward some plan to minimize the deleterious effect on the leisure hours of the youth of the community. There was a crisis and everyone (faculty, students, and community) rallied to meet it. No one had ever quite realized what the school meant to him.

EDITOR'S NOTE

It is difficult to believe that some schools have to be closed even though the junior high-school enrollment in a city such as Los Angeles is increasing sharply. The author sets forth the social and educational problems that face any administrator presiding over the closing of a junior high school. Mr. Herriott conducted the 1955 Junior High School Conference at the University of Colorado and helps write Junior High School Briefs, the official publication of the Junior High School Principals' Association in Los Angeles. He is now principal of the new Airport Junior High School, Los Angeles.

"The King is dead! Long live the King!" The morale of a school is more largely dependent upon the morale of the faculty than upon any other element. So we set about at once to reassure the faculty that they would not be "thrown to the wolves." In Los Angeles teachers have tenure, so they were all assured of jobs. But where? Once their moorings were loosened, the teachers of Lafavette knew not where they might find anchor. We had them prepare formal requests for transfer, stating their preferences. We advised with them. We sought openings in the schools of their first choice. We had the director of secondary assignments, who was responsible for their placement, come first to talk with the faculty as a group, later to confer with them as individuals. Every possible means was used to reassure the faculty that they were not only being dealt with fairly and equitably but with true consideration for their wishes. Good berths were found for those few who had to be transferred at the close of the first semester. Of course some asked for the moon or for locations that were unavailable. Some were placed much sooner than others, who in turn too often felt insecure or unwanted. But all in all, no personnel director could have given more conscientious service to employees, nor could any faculty have maintained their spirits better through a period of such uncertainty.

Similar procedures were followed with the clerical staff, the custodians (janitors), cafeteria workers, and other staff members.

As testimony of the success of these procedures, the faculty of Central Junior High School still hold annual dinners at the site of their old school, now occupied by offices of the board of education and the superintendent's staff. Some seventy teachers and other former staff members attended the most recent affair.

When it came to relocating Lafayette students, the first thing we did was to announce the new boundaries of the other junior high schools as segments of our dis-

trict were annexed to theirs. Lists of students destined for the other schools were published, posted in all home rooms, and sent to the receiving schools. Individual letters were sent to parents, telling them of the destinations of their children. Principals and counselors of the receiving schools were invited to meet their new prospects in groups for general orientation, then individually for purposes of counseling and programing. These principals, and in some instances their vice-principals, were invited to attend school affairs where they would see their new charges in a favorable light, e.g., at the A9 (High-9) breakfast, at the girls' cotton day program. The receiving schools set up visiting days for those whom they were to receive. Special orientation activities and programs were conducted at the new schools.

These are high lights. The amount of detail was very great. Most of it fell upon the counselors of our school and of the others. Without their devotion and concern for the adjustment of the students and the welfare of the schools, I am sure the change-over would have been a bit rough. Much the same procedure had previously been followed in distributing the student body of Central, but the intervening years have brought about a refinement of counseling, guidance, and orientation techniques. Anyway, one should do better with a second go at such a project.

An example of an important change is the introduction of the microfilming of records. After some experimentation, the board of education has launched upon a program of microfilming all significant school records (cumulative records, attendance records, important memos) more than five years old. So the Lafayette records were given priority in this program. Imagine the task of culling and organizing for microfilming the accumulation of records from 1911 to 1950!

More recent records (1951-1955) were carefully checked for significance, complete-

ness, and orderly arrangement and deposited in original form with the record room maintained by the board of education. But for the final 630 students enrolled on the closing day, the records were sorted and sent to the schools for which the students were destined. The only exception was the attendance records, which by state law must be retained intact for each school—and so to the record room with them.

Associated with Lafayette was Lafayette Center, which conducted a co-operative youth program for the community. Immediately, much concern was shown for this program. The various proposals boiled down basically to three: close out the program entirely, keep the program in the community (use the same facilities if possible), transfer the program to some other comparable situation. Everyone seemed suddenly to go into action: local youthserving agencies, city-wide and county-wide investigative and advisory bodies. The final decision was to transfer Lafayette Center to Gompers Junior High School and rename it Gompers Center. The transfer was planned as a tapering-off period. As long as possible, some facilities, especially the playground, should be kept functioning for the immediate community at the Lafayette site.

When it came to disposing of studentbody property, a committee was appointed to inventory and evaluate all property. A list was then prepared and the property was offered for sale to the school (students and staff), to all junior high schools of the city, and to the elementary schools contributing to Lafayette.

In the meantime, the Student Council had taken steps to distribute their assets. They secured proposals from faculty and students through the home rooms. They conducted a balloting procedure (three ballots were necessary). In the end, they voted to give whatever funds remained to the

American Cancer Society, the Children's Hospital, and to the "Poor People of Haiti." In order to assure compliance with their wishes, they elected trustees to follow through until all funds were fully distributed and all remaining property disposed of. The trustees were chosen by virtue of their positions: the presidents of the P.T.A. and the faculty, the financial manager of the school, and the principal.

Finally, plans for the closing activities were developed by the faculty, the student council, and the graduating class. It seemed fitting that the graduation and the closing exercises should merge as one. And so a program was developed. The Student Council, however, were not satisfied to have only one event. They decided to mount a bronze plaque in memory of the school and to bury beneath it a scroll which was signed by each member of the faculty and by all the students. The text of the plaque read:

A Memorial

Lafayette Junior High School 1911-1955

Love of Home-Pride in Country-Respect for Mankind

They conducted these ceremonies during an invitational alumni day on Thursday, preceding the graduation and closing exercises.

For the final program on Friday, the Superintendent of Schools (Claude L. Reeves) and Mr. Jarvis were invited to participate. As the climax, the president of the student body presented a golden key to the superintendent, and the school flags were lowered as the bugles blew and the television cameras recorded the event. The students were then given the unique privilege of witnessing their own graduation repeated on Channel 4 that very same evening on an important news cast.

To close a school is a traumatic experience. To close two schools that have taken almost two decades of one's life is, shall we say, a bit fantastic!

See "Recreation Co-op: 15 Groups Work Through School," by M. E. Herriott and Leon L. Kaplan, CLEARING HOUSE, XXIII (1948), 195-199.

We Abolished Study Halls

By ROBERT H. SHREVE

As school opened at Fort Atkinson Senior High School in the fall of 1951, the faculty of twenty-five and the student body of four hundred were faced with many problems which seemed to center around the conventional seven periods and study halls. At a fall faculty meeting, the problems were aired. Students and teachers both felt they were wasting time in study halls. (The average student was spending 10.8 hours of undirected study per week in study halls. The time of two teachers was occupied by study halls in grades 9 through 12.) Discipline problems arose in study halls. Studyhall teachers could not aid students outside their fields. Class time was used when assemblies and home rooms were scheduled. Class room teachers had little opportunity to observe and improve students' study habits. No regular time was available for guidance activities. The fifty-minute period did not give sufficient time for laboratory and shop classes.

Hours of study on various adaptations of the six- or seven-period day failed to solve many of the problems facing us. However, our prayers were answered in the United States Office of Education publication, Education Unlimited, which describes a fiveperiod day. The faculty and administration of East Hampton, Conn., have made an outstanding contribution to secondary education.

After considerable study by the faculty, administration, and school board of Fort Atkinson, it seemed advisable for the writer to observe the East Hampton plan in operation. Following the report of this visitation, the Fort Atkinson school board gave us the "green light." Next the plan was explained to students, parents, and lay groups in the community. Study halls were abol-

ished with the opening of school in September, 1952, and the five-period day was inaugurated.

How Does the Five-Period Day Work Out?

The five-period day becomes a six-period week because a class meets four days a week.

A full-credit course meets four days a week, with each class period sixty-four minutes in length. A one-half credit course meets five days a week.

Each student must be enrolled for six credits. The faculty thought it best to grant a student one credit for any course meeting four days a week and one-half credit for any course meeting two days a week. Half-credit courses meet during X period on Monday and Thursday or on Tuesday and Friday.

Each student is in a class each period of the day.

In four years a student will take six credits more of course work than he did under the conventional schedule. These are in addition to his physical-education requirement.

During four years each student has 111/2 elective courses in addition to required courses.

Z period is available each week for home room or assemblies.

The program is flexible in that days of the week may be shifted. For example, during home-coming week we do not plan an

EDITOR'S NOTE

Study halls—administrative device or desirable activity? Please do not make up your mind until you read this article. Dr. Shreve is principal of the Fort Atkinson (Wis.) Senior High School.

assembly or home room for Z period, and Thursday's schedule is run on Wednesday and Wednesday's schedule on Thursday. Z period is the last period of the day. School is dismissed at 2:09 P.M. so that students may collect materials for the bonfire and put the last-minute touches on the floats. This time is made available without the loss of any class time.

One of the most popular features of the schedule with students and teachers is the recess period. During these fourteen minutes, students patronize the student council snack bar or do what they wish. Some go to their third-hour classes; others just stand around and talk. Teachers have coffee in the school lunchroom.

Evaluation of the Five-Period Schedule

We recently completed an evaluation of the schedule, which involved all teachers; a random sampling of students in grades 9, 10, 11, and 12; a random sampling of parents; and a selected group of superintendents and principals. A substantial majority of all individuals involved in the evalua-

THE FIVE-PERIOD SCHEDULE

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
8:15- 9:19					(X)
9:23-10:27				(X)	
Recess					
10:41-11:50			(Z)		
Noon Hour					
1:00- 2:09		(X)			
2:13- 3:17	(X)				

A Typical College-Preparatory Sophomore's Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:15- 9:19	Biology	Biology	Biology	Biology	Latin 2 (X)
9:23-10:27	Algebra	Algebra	Algebra	Latin 2 (X)	Algebra
Recess					
10:41-11:50	Speech	Speech	Home room & Assemblies (Z)	Speech	Speech
Noon Hour					
1:00- 2:09	9 Phys. Educ. Latin 2 (X)		Driver Educ., First Aid	Phys. Educ.	Driver Educ., First Aid
2:13- 3:17	Latin 2 (X)	Band	Band	Band	Band

tion agreed on these advantages: that supervised study is preferred to the study-hall practice; that the recess period is desirable; that there is better use of student and teacher time; that students and teachers get to know each other better; that taking additional courses is more beneficial than having study halls; that the needs of pupils are more closely approached; that longer class periods are beneficial, particularly in laboratory and shop courses; and that eventually the library will be used more intensively. A full-time librarian along with

the classroom teacher is able to be of valuable aid to the students in their selection of materials.

The evaluation made by visiting superintendents and principals brought out these observations:

Some teachers expressed difficulty in thinking of a variety of activities which allowed two or three changes of pace during the period.

Students have to work harder but do not resent it because they feel they are accomplishing more.

A TYPICAL GENERAL-COURSE JUNIOR'S SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday	
8:15- 9:19	U. S. History	U. S. History	U. S. History	U. S. History	Personal Typis	
9:23-10:27	English 11	English 11	English 11	Phys. Educ. (X)	English 11	
Recess						
10:41-11:50	Machine Shop	Machine Shop	Home room & Assemblies (Z)	Machine Shop	Machine Shop	
Noon Hour						
1:00- 1:09	Phys. Science	Personal Typing	Phys. Science	Phys. Science	Phys. Science	
2:13- 3:17	Phys. Educ. (X)	Choir	Choir	Choir	Choir	

A TYPICAL TEACHER'S SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday	
8:15- 9:19	Math 9	Math 9	Math 9	Math 9	Algebra (X)	
9:23-10:27	Preparation	Preparation	Preparation	Algebra (X)	Preparation	
Recess						
10:41-11:50	Math 9	Math 9	9th grade Home room (Z)	Math 9	Math 9	
Noon Hour						
1:00- 2:09	Algebra	Algebra (X)	Algebra	Algebra	Algebra	
2:13- 3:17	Algebra (X)	Math 9	Math 9	Math 9	Math 9	

The faculty must develop means for making more adequate use of the library.

Certain students might profit from some study time when they are not supervised.

Students did not feel they were getting to know their fellow students as well as under the old program.

Teachers must spend more time in planning outside of school, but the more satisfying results in classes compensate for the added work.

Such courses as driver education, first aid, living and planning your life, conservation, and senior forum may be more beneficial to many students than certain purely academic courses.

The new schedule will force teachers to teach better or else. You won't have to fire them; they'll quit. There is a need for periodic reselling of the values and techniques of supervised study.

After a careful study of the evaluation, the faculty of our school feels we must determine ways and means of better utilizing supervised study time, of better utilizing library facilities, and of aiding students to develop good study habits; determine whether the class periods are too long physically and psychologically, and whether certain students should be provided some free time; and, finally, determine ways and means of varying instructional procedures during the class period.

None of us in Fort Atkinson feels this five-period day is a panacea, but we are convinced it is more defensible than the conventional schedule, which includes study halls.

Classroom Heaven

If pupils did their school work
Just every single day,
And no one was a school shirk
In any kind of way,
And no one had to borrow
His homework for the morrow,
To keep from ciphered sorrow,
Or family dismay;

If pupils all acquired
A sweet propriety,
And everyone aspired
To volunteer with glee;
And answered quizzes neatly,
Correctly and discreetly,
Alertly and completely,
With vigor and esprit;

And if they were not tardy,
Or never cut a class,
Or never were foolhardy,
Or overworked the pass;
Or did not chew confection
In subject room or section,
Or tried to beat detection
By being bold as brass;

In short, if lasses acted
Like ladies over ten;
And lads themselves contracted
The rules of gentlemen;
I would not wake up screaming,
Or raging or blaspheming—
But be content with dreaming,
And go to sleep again!

Grammar:

WHY? HOW? WHEN?

 $B\gamma$ MIRIAM S. COX

NOT LONG AGO I was neatly lassoed into the "why grammar" arena when a small group of teachers met for an informal chat with a prominent English professor just before a scheduled teachers' institute. As the gracious hostess introduced me to the speaker, she commented that I was particularly interested in promoting student writing. Immediately the professor queried: "Do you believe it is necessary to teach grammar in order to produce good writers?" Unhesitatingly I answered: "Yes, I believe we need to build a solid foundation of grammar, but it is vitally necessary to show students every step of the way exactly how this grammar applies to their speaking and writing."

The repercussions came even sooner than I had anticipated: the very next day I was challenged by an English teacherone whom I greatly admire, incidentally, for her consummate skill in vitalizing literature for students. I gathered at the outset that she violently disagreed with my stand on grammar, but then confusion stockpiled about me. Were we talking about the same thing? The word "grammar" which both of us were tossing about so glibly seemed to have strangely different meanings for each of us. Puzzled, I asked at last: "Exactly what do you mean by 'grammar'?"

"Why, the parts of speech and their nomenclature," she answered.

No wonder we disagreed! When I had so stoutly affirmed in the preinstitute meeting my belief in the value of grammar instruction, I was thinking of it as the science of putting words together forcefully and correctly to build effective sentences. To me, the parts of speech are only the skeletal framework of grammar-important, yes, but no more the essence of grammar than the skeleton is the whole man.

Instantly I was intrigued: what does "grammar" mean to other people? My interest propelled me into a little campaign to discover the connotations of the word to various faculty members, office personnel, and neighbors. Here are some of the answers:

A study of the English language.

Declensions, conjugations, and word usage. The eight parts of speech.

Correct spelling, punctuation, and usage.

Knowing the rules of the language so we can be guided in our speaking and writing.

Diagraming.

Some responses were more whimsical than enlightening:

To me the word means the drill given by my one-armed English teacher in the eighth grade.

The word conjures up a picture of a very lovely lady who guided me in my early teaching years when I, with my master's degree in history lying on the shelf, was assigned to teach English.

I always associate it with the grammar books with the bright red covers which I used all during high school.

EDITOR'S NOTE

The dictionary says that "glamour" originally derives from the word "grammar." Even to a staid editor there appears to be quite a difference between the terms today. Mrs. Cox discusses what teachers and pupils understand when they use the word "grammar." Her articles have appeared in previous issues of THE CLEARING House. Incidentally, hers is the second article in this issue by a resident of Compton, Calif.

I then probed into my students' thinking on the subject, asking them to write on a slip of paper what the word "grammar" meant to them personally. Some of their answers gave me substantial food for thought:

It means reading and writing.

The things you say and how you say them.

The ability to speak in a clear loud voice with good sentence structure. (This came from a girl whom I had repeatedly urged to "speak up.")

The way you make a sentence out of words. Without grammar you could hardly write a letter.

If you use it correctly at all times, people feel you're well educated, have a good home life, and they will give you more responsibility.

The word "grammar" means the way you put your words together to make good sentences in writing and speaking. (I gave a silent cheer for this.)

It means rudimentary English to me. I seldom use it any more.

Punctuating your sentences right is good grammar.

Grammar is talking. Grammar can be either good or bad; it depends on the person. (I was grateful, at least, for that semicolon: we had just finished an intensive bout with commas and semicolons.)

The word "grammar" means a panoramic view of English. (The word "panoramic" had been on our vocabulary study list the previous week.)

Grammar used to mean verbs, nouns, adverbs, and adjectives to me, but this year it means all the mechanics that help us write good sentences. (Hurrah!)

Grammar is the oil that makes the mechanism of the English language run smoothly.

It is the best game or puzzle that has been made. Grammar enables you to say what you mean more clearly and gracefully.

Poor grammar is a lot of times used by comedians to be funny.

When you hear a person using good grammar, you think that he was raised right.

Grammar means all the things you learn in school such as reading, writing, and arithmetic. They call some schools "grammar" schools, but every school is a grammar school because you learn something new every day.

One boy resorted to a simile:

Grammar is like the pieces of cardboard in a jigsaw puzzle. They're nothing alone, but when you put them together they paint a picture.

After reading these answers I realized I had gained a slightly sharper insight into the question asked by a girl during the fall term when, for a period of several weeks I had daily been placing on the board both graphic and awkward sentences taken directly from the compositions the students were currently writing. As a group we had analyzed what made the sentences good or poor, and then had experimented with various ways of improving the defective ones. Every phase of English mechanics had been touched upon some time or another: apostrophes in possessives, punctuation, converting two choppy simple sentences into one smooth complex sentence, condensing a wordy adjective clause into a concise appositive, and so on. From my point of view, I was teaching "functional grammar" every day, and I could see that many students were making an intelligent effort to improve the quality of their own sentences. One girl, in fact, told me it took her twice as long to get her history assignment now because she was trying so hard to carry over into all her writing what we were studying in English.

I was quite nonplussed, therefore, when another girl asked: "Aren't we going to study grammar in this class?" Later when, as a natural outgrowth of our composition work, I singled out possessives (which had been flagrantly misused and abused in the students' writing) for special intensive drill, the girl felt better. Here was "grammar" as she knew it—a neat little package of English that she could tuck into her orderly little mind with a minimum of thinking. This was ever so much more palatable to her than actually having to use possessives properly in her own writing!

Yes, I believe in teaching grammar—if we first make sure that students understand exactly why they are learning it and then give them ample practice in using it as a tool to improve their writing and speaking skills. What is to be gained from a study of active and passive voice, for instance, if

we merely teach that the passive takes a past participle plus the proper form of "to be" and then fail to show that using the active voice preponderantly instead of the less virile passive can animate their writing?

Why teach simple, compound, and complex sentences except as devices to secure greater variety, conciseness, and precision of meaning? There is no practical value in merely being able to classify sentences into one of these categories; who except an English teacher is ever going to be confronted in a life situation with the question: "Is this sentence compound or complex?" Yet, the ability to use the various kinds of sentences skillfully can make the difference between puerile and mature language patterns.

Teachers have to build the bridge between grammar and its application to problems of writing and speaking; the average student (and many a superior one) simply doesn't do it for himself. Aren't we all familiar with the pupil who can glide through an objective test in English, unerringly filling in the blanks with the proper verb or pronoun, but whose writing is a confused jungle of "and" and "so" clauses that become a burial ground for any little waif of thought that might have wandered into it?

The very words "participle," "gerund," and "infinitive" produce instantaneous mental numbness in most students. But if we slide these formidable elements into our teaching simply as handy little tools to enable us to vary our sentences and to save words, they shed their grimness and really make sense even to the less intrepid pupils. The verb is the spark plug of a sentence, the word that gives it life. Too often we condition boys and girls to regard verbs just as pesky little nuisances that they are eternally being forced to track down. But if our illustrative and drill sentences have picturesque verbs and if we insistently challenge our pupils to build their own sentences around the nucleus of a colorful and precise verb, we have opened for them an important door of appreciation for our language.

Maybe it isn't really important that all of us have the same idea as to what "grammar" is or is not; certainly the cursory survey I made among my colleagues, other associates, and students as to their interpretation of the word showed wide divergencies. But of this I am sure: both students and teacher need to know precisely why each facet of English mechanics is taught and exactly how it can function in the improvement of communication skills.

Gauge of Excellence

Whatever may be the excellence of organization at the state, county, and local school levels, and however proficient and dedicated the people may be who serve in these echelons, unless there is effective work going on in the classroom—we are wasting our time and money. In the last analysis, what goes on in the classroom is the gauge of excellence for any

educational program. All else, if not window dressing, must be viewed in relationship to its impact and influence upon pupil learning. We must have the kind of instruction for the children in our classrooms of which we can be as proud as we are of the most modern school building in our community.

—Thomas Balley in the Florida School Bulletin.

Semimicro Procedure

in High-School Chemistry Laboratories

By KARL J. AABERG

OUR HIGH SCHOOL burned in 1941, the fire destroying all of our chemistry equipment. The next ten years we spent in a juniorhigh-school building with very poor laboratory facilities. Since we had not planned on a decade in this building, we kept our chemistry equipment to a bare minimum. In 1951 we were to move into our new building, which had fine chemistry facilities. In equipping the new laboratories, we faced the question whether to order equipment for macrochemistry or for semimicrochemistry. We consulted the chemistry instructors at Mankato State Teachers College and the salesmen of scientific equipment and, after seriously considering all suggestions, we decided upon semimicro. We had to pioneer in this work, as no schools in Minnesota or near-by states used the semimicro method for laboratory work.

Let me explain the difference between macro and semimicro procedures in chemistry. "Macro" means "large"; in macrochemistry large test tubes, beakers, and so on, are used. Chemicals are used in large amounts, like grams, cubic centimeters, or ounces. "Semimicro" means "small"; this is the chemistry of drops of liquids and small spatulas full of solid materials. Medicine-dropper bottles are used for solutions in-

stead of bottles with stoppers. There is no longer the desire to fill the test tube full when a drop or two gives the same results. The student becomes drop-reaction conscious and his results are accurate.

The first problem was to find a manual. The best one we were able to locate was written by Schiller, O'Donnell and Morrison and published by the Globe Book Company of New York. We ordered the manual and then, with the generous help of Dr. L. A. Ford of Mankato State Teachers College, proceeded to make out the list of equipment and chemicals needed for seventy-five students. Our order amounted to slightly less than \$1,100 for seventy-five students; it included \$210 for a water still. Had we ordered equipment for the macro method, we would have spent twice that amount.

Having taught chemistry by the macro method for twenty-one years, I was sure I would learn much with this new method. My first observation was how slowly the students seemed to work. The reason for this seemed fairly obvious. In the macro laboratory they had worked in pairs; hence the experiments moved faster; now they were working individually. Our laboratory is equipped to handle thirty-two students in each class, so there were thirty-two individuals, each doing his own work.

During the summer of 1951 I spent ten weeks at the University of Colorado, where I tried to find more information about the semimicro method. There is little available. I found another manual published by D. C. Heath and Company, and written by Fred T. Weisburch. However, I should

EDITOR'S NOTE

Mr. Aaberg describes two common procedures in conducting a high-school chemistry laboratory and suggests that there is a trend toward semimicro equipment. He is a teacher in the Senior High School at Mankato, Minn.

state that this manual, as all others, has too many experiments. It would be better for the instructor to write his own manual if he has the ability and time to do the work.

In my opinion, there are three methods of teaching semimicro laboratory. First, a set of chemicals may be made for each student to keep in a tray in his desk. This method was described in The Clearing House for May, 1953, by Fred B. Eiseman, Jr., of the John Burroughs School, Clayton, Mo. It seems to require more extensive supplies than are normally needed, besides dozens of man-hours of preparation. Of course, after the work is done it gives each student an opportunity to stay at his desk for concentrated work and gives the instructor more time for supervision.

The second method is to use a set of chemicals in trays for each table. For our laboratory I would need at least four trays; eight would be better. This is the method recommended by the two manuals. It would require many hours of bottle filling and labeling at the beginning of the year. It is true that competent students can be used to help do the necessary work in the two methods I have just explained. Either of these methods cuts down on laboratory traffic and makes supplies available close at hand. The second method is used at the Owatonna, Minn., High School and is working very satisfactorily, according to Mr. Collins, the instructor.

The third method is the one I use. Having four laboratory desks in the laboratory, with eight students at each desk, I have four supply stations, one for each desk. For each experiment the necessary supplies are placed at each station. The liquids are placed in 250 cc. brown dropper bottles and the solids in two-ounce screw-cap bottles. For doing about thirty-five experiments and using four stations, 280,250 cc. dropper bottles are needed for the solutions and ap-

proximately one and one-half gross of twoounce screw-cap bottles for the solids. I have four balances capable of weighing to .o1 gram, one for each station. Our laboratory has two centrifuges; there is no filtering with semimicro. We also have adjustable steel stools for each student; with semimicro, stools are an asset to more efficient work.

Semimicro, in my opinion, is more desirable for the following reasons: (1) it is much cheaper to operate; (2) each student works individually, thus getting more out of the experiment; (3) there is less danger of explosions and acid burns because of the small amounts of chemicals used as compared with macro; (4) results are at least just as evident and in most cases more evident than in macro because of accuracy; (5) less offensive odors result from use of smaller amounts.

Wisconsin high schools, both public and parochial, are rapidly changing to semi-micro, and in Minnesota the change is becoming evident, especially where new buildings are being built. I have checked my classes these past four years and find they are well satisfied with the method. The most common answer is, "I can do it myself and work at my own speed." I grant they have never worked the macro method, but from their reactions I am sure they wouldn't care to use it.

Why not try this new method? Why use cubic centimeters when a few drops do the same? Why use grams when a spatula full gives the same results? Medicine droppers, spatulas, microscope slides, 10-mm. test tubes, 50 ml. beakers, 50 Erlenmyer flasks, microburners, and so on, are more interesting to use than the large, cumbersome, expensive macro equipment. Why not be a starter instead of a follower? Try it. You and your students are in for a new lease on chemistry in the laboratory.

LANGUAGE TEACHING: a Sacred Trust

By EDNA LUE FURNESS

Reading maketh a full man, conference a ready man, and writing an exact man.—Francis Bacon.

THE GREAT English philosopher, scientist, and educator was speaking the truth as he knew it from his broad background, keen observation, and vast experience. In our era of mass media of communication we would add to reading, speaking, and writing a fourth skill, listening, the importance of which Paul T. Rankin investigated some years ago. Analyzing the frequency of language activities, Rankin found that the average adult spends 70 per cent of his total waking time in some form of communication. Of that time, a person spends 11 per cent in writing, 15 per cent in reading activities, 32 per cent in speaking activities, and 42 per cent in listening activities. Talking then is used almost three times as much as writing; listening almost three times as much as reading. Obviously, the receptive forms, listening and reading, occur more frequently than the expressional forms, talking and writing.1

Walter Lippmann once remarked: "Language is the main instrument of civilized living. To give that instrument edge and point and temper is a sacred trust." Administrators, teachers, and staff members of teacher-training institutions seem to be generally agreed on this high office of language and the need for emphasis on communication skills. However, they seem to be quite uncertain regarding effective ways for the implementation of instruction in these skills.

Mastery of the mechanical skills of speaking, writing, reading, and listening is a sine qua non of effective communication. The importance of these skills as means to ends in the actual situations in which students communicate should be emphasized in all classroom activities. Listening accurately and intelligently, developing control and use of the voice, getting the thought from the printed page, adapting one's speed and technique of reading to the purpose and material in hand, thinking critically about and evaluating what has been read, learning exact and effective use of words and sentences, and writing legibly-all these are necessary for continued learning in the classroom as well as in all our relations with others. These skills-reading, writing, speaking, and listening-are not discrete abilities; they are inextricably interwoven, one with the other. And insight into this inextricability is what educators need if they are to institute and administer a communication program adequate for this age.

Reading and Spelling

No facet of language, especially reading, can be developed in isolation from facts. Since a pupil cannot just read "reading" but must read about something (such as chemistry, history, and literature), reading is a process rather than a subject. A significant part of this concept is that reading skills, abilities, attitudes, and information are developed in a "reading-to-learn" situation rather than in a "learning-to-read" situation.² It follows, then, that educators at all grade levels and in all content, or subject-matter, areas are directly responsible for the systematic development of reading ability as an aid in learning.

Learning to read and learning to spell are closely related; the correlation between scores on reading tests and scores on spelling tests usually falls in the range of .80 to

¹ "The Importance of Listening Ability," English Journal, XVII (1928), 623-30.

⁸ Emmett Albert Betts, Foundations of Reading Instruction (New York: American Book Co., 1946), p. 10.

EDITOR'S NOTE

The question whether John can read is bothering many people, some of whom seem certain they have the "right answer." This article reports some findings on studies of reading, writing, and spelling. The author, Professor of English Education, University of Wyoming, aims to enlighten rather than controvert.

.85.3 This high relationship indicates that good spellers who are poor readers or good readers who are poor spellers are comparatively rare. Usually pupils tend to be good or poor in both reading and spelling and to improve or deteriorate in both abilities as they go through the high-school grades.4 Hence, analysis of a pupil's errors in spelling often helps in understanding his reading difficulties, and remedial instruction in reading and spelling can often be carried on together with profit to both.8 As a matter of fact, weakness in the spelling program may be responsible for the reading defect to a larger degree than is weakness in the reading program itself.

Reading and spelling are closely associated because many of the abilities required for one are also required for the other. The ability to recognize and remember words is fundamental to both reading and spelling. The pupil who finds it difficult to recognize a word when he sees it is likely to have even more difficulty trying to reproduce its sequence of letters from memory. Indeed in many ways the spelling lesson provides a more natural opportunity for training in word study and word analysis than does the reading. Interruptions in reading for the

purpose of studying a difficult word have certain drawbacks. Certainly they distract the reader's mind and interfere with the major purpose of the activity. In spelling, on the other hand, the principal problem is a word-study problem. Interruptions are not too serious, and instruction in word analysis, syllabication, and blending units is very much in keeping with the spirit of the spelling program.⁶

The activity in the reading act follows a sequence different from that of the spelling act. In reading we proceed from the written form of a word, to its spoken form, to its meaning. In spelling we are concerned first with the meaning and lastly with the written symbol representing that word. In either case it is necessary to understand the way in which letters function to form a word or linguistic symbol.⁷

Reading and Handwriting

Deficiencies in the speed or quality of handwriting are commonly listed among the factors that contribute to spelling disability, which, as it has been shown, is closely related to lack of reading ability. While the correlations reported between handwriting and spelling are not high, very poor spellers are more likely than excellent spellers to be deficient in handwriting ability. A part of this relationship noted by investigators may be due, however, to the inability of slower writers to write words in the time allowed on tests and to the common practice of counting words wrong that are illegibly written.

In contrast to the correlation between handwriting and spelling, reading and handwriting are not closely allied. Some retarded readers produce illegible scrawls; the same difficulties that prevent them from seeing words clearly when they try to read,

^a Nellie L. Peake, "Relation between Spelling Ability and Reading Ability," Journal of Experimental Education, IX (1940), 192-93. ^a Constance M. McCullough, Ruth M. Strang, and

^{*}Constance M. McCullough, Ruth M. Strang, and Arthur E. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., Inc.,

^{1946),} p. 59.
Albert J. Harris, How to Increase Reading Ability (and ed.; New York: Longmans, Green and Co., 1947). P. 5.

Arthur I. Gates, The Improvement of Reading: A Program of Diagnostic and Remedial Methods (3rd ed.; New York: The Macmillan Co., 1947), p. 202.

p. 293.

William Kottmeyer, On the Relationship of Skills in Reading and Spelling (St. Louis: Webster Publishing Co., n.d.).

interfere with their attempts at written reproduction. Some poor readers have poor muscular co-ordination and show the same clumsiness in writing as in other activities. On the other hand, it is not at all unusual to find poor readers whose handwriting is neat and legible, or good readers whose penmanship leaves much to be desired.*

Reading and Listening

The modern academic term "communication" acknowledges a basic relationship between hearing and reading. After all, the word that was never spoken cannot be written down. Since listening and reading are intimately related, it follows that improvement in one will result in improvement of the other. Both are receptive or impressive skills; both are concerned with receiving ideas from others.9 Hearing comprehension and reading comprehension are highly related, correlations ranging from r of approximately .60 to r of .82.10 Learning to recognize words is more easily accomplished when the words met in reading are in the listening and speaking vocabulary. For this reason, in the beginning years, vocabulary in readers is limited largely to words in the oral vocabulary of children.

Reading and Speech

Reading is a thought process, and so is speech. Indeed, more truth than fiction may be pointed up by an incident in one of the famed Alice books:

Said Alice, very much confused, "I don't think"

"Then you shouldn't talk," said the Hatter.

Authorities seem to concede that there is

an intimate relation between reading and speech-anatomically, physiologically, and psychologically. Both speech and reading are language functions located on the left side of the brain. The association paths between the speech and reading centers are of particular importance in oral reading, just as those between the speech and auditory areas are significant in their relationship to the formation of speech through association of the sounds of words with the muscular movements required to produce them. Since speech and reading are facets of language, speech patterns contribute to or impede the development of reading ability.11

Authorities do not seem to be in agreement about the relation between speech deviation and reading disabilities. The evidence from the relatively few studies on the relationship of reading and speech defects shows that those children with a speech handicap read on the average nearly as well, but not quite so well as children with normal speech. Eames has drawn several generalizations which have implications for the language teacher.12 One is that neurological lesions in the language centers or their interconnections may impair both speech and reading; another is that failure or inadequacy of auditory association and discrimination may predispose to either speech or reading difficulty.

It may not be amiss to say a word about speech and writing. Expression through writing is especially difficult for one who lacks facility in oral language; such a person may need to have an opportunity to talk through what he wants to write so that he can hold the ideas in mind while he struggles to put them down on the paper. His first drafts may be poor, but once he has captured his thoughts and recorded them, he is ready for help to refine them.18

⁶ Harris, op. cit., pp. 5-6.

⁹ W. Wilbur Hatfield, "Parallels in Teaching Students to Listen and to Read," English Journal, XXXV (1946), 553-58; see also Helene Magaret, "The Eye, the Ear, and the Misspelled Word," College English, XIII (1951), 29-32.

¹⁰ Robert P. Larsen and D. D. Feder, "Common and Differential Excepts in Reading and Heaving

and Differential Factors in Reading and Hearing Comprehension," Journal of Educational Psychology, XXXI (1940), 241-52.

[&]quot; Thomas H. Eames, "The Relationship of Read-"Inomas H. Edmes, The Kelatolianip of Read-ing and Speech Difficulties," Journal of Educational Psychology, XLI (1950), 51-55.

"Ibid., p. 54.
"Ruth G. Strickland, "A Child's Language Mir-

rors His Needs," Journal of Education, CXXXVII (1954), 5-6.

Conclusion

What are the implications for education? First, the facts point out that educators must teach the communication skills, not just let them grow. The facts reveal, too, the need for a school program in which school administrators and teachers give attention to reading as a phase of communication and recognize the interrelationship of the four communication skills—reading, writing, speaking, and listening.

The facts indicate a definite need for a re-examination of the teacher-education program, particularly the one for teachers of basic communications. Granted there is need for a teacher trained in grammar and the belles-lettres. There is need also for one who is trained to observe and interpret types of linguistic behavior, who possesses a control over some technique of diagnosis, and who has knowledge of factors—physiological, psychological, pedagogical—underlying the development of language ability. Likewise there is a demand for administrators who know when a teacher is trained to teach language in an era of mass education and mass media of communication.

When the time comes that these needs are met, teachers and administrators may give to language instruction "edge and point and temper."

Some Uses for That Idle Blackboard

... Grade school and mathematics teachers continue to make use of that valuable visual aid the blackboard, but teachers of high-school English are perhaps allowing chalk and eraser to remain idle too much. . . .

Why not put your daily assignment on the blackboard at the beginning of each class period? "Writing [maketh] an exact man," Francis Bacon declared, and writing makes for precise thought as much today as it did in the Elizabethan Age. Objections and qualifications and more exact questions are possible if the assignment is given in writing....

As we teachers talk merrily along, we are all too prone to toss off the names of persons and titles of books, some of which we want the baffled student to remember. But how can he when he has only a fleeting auditory impression of an unfamiliar work? If we write out occasional difficult names like John Dos Passos, Siegfried Sassoon, Erich Remarque, or Toussaint L'Ouverture, we increase the chance that the student will remember them when he encounters them again. . . .

Worthwhile comment on spelling errors in that last batch of papers necessitates use of the blackboard. Why not give the students a snap quiz on ten or twelve selected misspellings? The right spellings could be ascertained immediately by having the teacher write in big bold letters the correct forms on the blackboard for all to see. Difficult parts of words like reCEIve might be exaggerated for emphasis. Homonyms too, bothersome twins like principle-principal, their-there, and its-it's, cry out for blackboard illustration. . . .

Pursue word study too with chalk and erasers. With your phil or philo meaning love to start with, assemble philanderer, philanthropist, Philadelphia, philosopher, philatelist, circling the appropriate roots for emphasis. Or with pathos meaning suffering or feeling, build up with the help of the class, pathetic, telepathy, sympathy, pathological, psychopathic, and apathy. . . .

When I think of this question of using the black-board properly, I am reminded of a teacher of linguistics I once had. With chalk a-splattering over the front rows, he would make words grow and diminish, separate and coalesce on the blackboard before our wondering eyes. At times he may have overdone this activity, but he had the right idea. Anyway a good screech of chalk rubbed the wrong way as you write on the blackboard insures wakefulness on the part of everyone.—ROBERT L. COARD in Peabody Journal of Education.

Students Have a

Tough Time Too

By EUNICE FISCHER

TEACHERS think they have a hard life. They often bemoan their small salaries, matrimonial limitations, impaired nerves. But look how long students labor, on day and night shifts, without any salary. How many pupils are married? And whose nerves suffer most—the inflicter or the inflictee? A pupil enters school at the age of five with a sound central nervous system. When he emerges from college, his system is always less sound and more nervous.

Take the matter of testing, for example. Teachers say tests are only relative, but they go right on using them. Daily across our land students are bowed under the quiz, the test, the examination, each of which differs in its peculiar potency.

The five-minute quiz specializes in shock. Never announced in advance, it supposedly reveals whether students have studied the day's assignment. Unsuspecting students enter the classroom with the right mental attitude, surrounded by sunshine, a few moron stories, and the security of knowing that the assigned reading has been skimmed through once. The bell rings. Then the teacher opens class in the imperative mood: "Take out a sheet of paper."

That's it. A and D students alike inhale with a gasp and exhale with a groan-respiration peculiar to quiz shock—and promptly forget the facts they read the night before as they watched "I Love Lucy." Because of quiz shock, students may relate the poem Evangeline to the Salvation Army; the Dewey decimal system to the candidate Truman vanquished; bluegreen algae to the favorite color used by the artist, Titian. It's no comfort to know

that these errors keep the teacher's family in laughs for the week and add brightness to ordinarily dull faculty meetings.

But if quizzes are bad, tests are even worse. The surprise punch of the quiz kinks up the spinal column, but the prolonged advance notice of the test produces paralysis. Throughout the semester, teachers verbally beat listless students over the head with, "I hold you responsible for this, now." Irresponsible students are held responsible for this and responsible for that till they droop. Cheerful reminders are given out, like: "Remember now, we have a test in two weeks. . . . Remember now, next week we will have our test. . . . Remember now, tomorrow is our test."

Just to add to the excitement, the curriculum is set up so that all tests for all subjects come at about the same time. Since the student can't possibly cram for all subjects simultaneously, the only thing to do is to find out which teacher is most troubled by insomnia-that teacher is bound to dream up the worst test. (The best way to tell whether a teacher suffers from insomnia is to watch whether the circles under the eyes get darker from Monday to Friday.) Passing a test given by such a teacher involves the student's memorizing all the chapters involved in the textbook, noting footnotes in fine print, trying to locate all notes taken in class, and eating hamburgers to keep up his strength.

If an instructor has several classes taking the same subject, he may neglect to bring up in his afternoon section what he beautifully detailed on the blackboard in his

EDITOR'S NOTE

The author was a senior at Wheaton College, Illinois, and a prospective teacher when she wrote this article. She first learned about The Clearing House while reading a library copy of it for one of her classes. She claims she likes the practical tips and absence of pedantic heaviness. Thank you, Miss Fischer.

morning section. He will expect, however, that students in both sections know the point equally well. Students should not depend upon the teacher. . . . Students should develop their own initiative. . . . Students should learn to think. (Of course, it's all right to think, but at times like this it is wisest not to think out loud.)

Though the quiz and the test are enough to complicate life, the examination is still added. Final exams are designed to trip up anyone who might have slid through the quiz or test. No course is to be regarded as complete without a final examination, which may cover anything said or imagined in that subject during the semester.

Faculty members shrug off the examination as inconsequential. They are fond of saying: "If you have studied regularly throughout the semester, you will need just a slight brushup now." But how can the student know what to brush? Students often try to get an advance idea by asking, "Will we need to know this? Will we need to know that?" The answer always being in the affirmative, there is not much need to probe further. To prepare for a final exam in any subject, the student must sit down in January and review all the facts learned since Labor Day, and in June he must review from New Year's on. Quite a brushup! By that time class notes are cold and illegible, so it's best to concentrate on remembering the instructor's pet illustrations, which might possibly have had bearing on the subject.

If the student survives high school, he goes on to college, where the system is intensified. There comprehensive examinations are generally added. The university throws in a thesis and dissertation to top it all off. It's a rosy future!

But one happy ray of light brightens the student's horizon. He knows if he can just hang on, some day he too can say he has been called to the teaching profession. He too can open class in the imperative mood: "Take out a sheet of paper."

Essentials of Education

The process of education is homologous throughout the world. The three essentials of education most apparent to the untrained eye are the teacher, the learner, and the material. Educational theory has tended to stress one essential or another.

The "traditional" school was material-oriented. Under this influence research dwelt upon the transfer of learning from one school subject to another. The "child-centered" school stressed the learner. We were instructed to center education about the needs of the child. Lists of needs became the research fad. A third school emphasized the learners as a class. This was the "group-centered" school. The search

for the child's needs had worn thin. Depression, totalitarianism, and war had left their mark upon education. Studies in group atmosphere, in sociometric choice, and in teacher-learner empathy predominated.

Nowhere does the teacher enter the educational picture! Why? Because the teacher has been portrayed as a guide to the book, a nursemaid to the child, or a custodian for the group. What a sad state of affairs! Here we are amid a great teacher shortage, and we have no teacher-centered theory of education! The two issues are related.—Peabody Journal of Education.



Tricks of the Trade



Edited by TED GORDON

ENGLISH OUTSIDE THE CLASSROOM-Invite all pupils to make one "supplemental report" at least every two weeks on current movies, TV programs, radio programs, magazine articles and stories, additional books read. It's amazing how fast high-school students develop the ability to discriminate between the worth while and the unacceptable-with the help of a few well-chosen words by the teacher on each selection. It's good practice in composition; it's a means of learning critical evaluation; it's an inducement to go see a movie such as Hans Christian Andersen instead of the Werewolves of Broadway, to watch for good plays on TV, to become acquainted with the Atlantic or Harpers. Reports should be kept short-100 to 200 words-and should be critical in content, not mere summaries. You'll have your students telling YOU what to watch for on TV or on the neighborhood movie screens. -Dorothy Cathell, Abington, Pa., Senior High School.

HOME-ROOM LISTS—At the beginning of the year, I mimeograph lists of my home-room pupils. Mighty handy throughout the year to whip out an alphabetized roster of names to check off projects, collections, report cards, and so on.—Garolya V. Tuttle, Central School District No. 1, Somers, N.Y.

"OFF THE CUFF" THINKING—In eighth-grade social studies classes, I ask three students to form a panel. One student is given a current topic. After research he introduces the subject to the other two panel members the following day. They are required to discuss the topic with him for five minutes without previous preparation. If successful, they are given an extra

credit grade. Sample past topics: "Should the schools purchase TV sets for educational purposes?" "Are 18-year-olds ready to vote?"—Robert O'Rourke, Roosevelt Intermediate School, Wichita, Kan.

WHAT'S IN A NAME?—Write your name on the board, using the diacritical marks needed to indicate exactly how it is pronounced. Then ask someone in the class to pronounce it according to the marks which you have used. If you have made an error, you will "hear" it; if others make an error, ask that the name be pronounced until it is pronounced correctly. Then all will know your name and how it should be pronounced.—Ophelia K. Henderson, Fort Scott, Kan., Junior College and Senior High School.

SEWING TEACHERS—For a free copy of "Sewing Tricks Worth Knowing," write to Department 106, the Minnesota Mining and Manufacturing Company, St. Paul 6, Minn.

HELPFUL HOOKS—If you wish to hang up things for a while and then remove or move the hooks without leaving marks, try the clothing hooks with suction cups available at auto supply stores and some variety stores.

PENCIL TACK-Stick a thumbtack into the side of a pencil to keep it from rolling away.-Western Family.

SCIENCE NIGHT-For brilliant ideas on a science night or fair, see articles by Clinton M. Gibson and Belle Cooper in "Selected Science Teaching Ideas of 1952," National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C.

GROUPING GROUPS-Everyone gets a chance to talk in a group discussion. To prevent everyone from talking while the teacher is assigning the groups, divide the class at the beginning of the year; assign each student to a group, signified by a letter, and give him a number within that group-for example, A1, A2, B1, B4. The letter groups are heterogeneous, with about five students to Group A, five to Group B, and so on, until the entire class is accommodated. By a prearranged plan, student number 2 in each group is the best student, number 4 is the poorest, and so on. If homogeneous grouping is desired, the teacher calls for the numbers; if heterogeneous grouping is desired, all the students with the same letter meet together.-Sister Helen Marie, O.S.F., St. Francis Academy, Joliet, Ill.

GUMMED LABELS—In an emergency, if you find yourself short of a gummed label, try cutting out the size you want from the gummed flap of an envelope and redpenciling the marginal lines.

GET RID OF THAT GUM!—Carbon tetrachloride will remove gum from clothing or hair. Caution: Avoid getting solution on scalp or skin; wash hair immediately with soap and water.—Western Family.

PROJECTING LESSONS—We use the opaque projector for teaching children how their own examination (essay and subjective) questions are corrected. Place the marked paper in the opaque projector and flash it on the screen, omitting the name of the student, of course. Good papers, bad papers, mediocre papers can be discussed by the entire class, and each individual sees where credit is gained or where it is lost. Also a good device for group teaching of English compositions.—Beatrice Fredriksen, F. D. Roosevelt High School, Hyde Park, N.Y.

P.T.A. PANEL PANORAMA-Are your ideas for P.T.A. programs growing stale? Try this: Some member of your faculty probably has a 35 mm camera with flashbulb attachment. Take a series of 20-36 pictures of teachers and pupils working in the classroom on some subjects, such as mathematics, English, geography, science. Show them at the next P.T.A. meeting and have a panel of teachers, seated behind a piano or screen where a light can be shielded, read from a script what the pictures portray and how learning is taking place. It goes over big. We tried it once and have since made four other sets of pictures for as many P.T.A.'s in the past year. Members like to see their own children in the picture with the teacher, and the pictures hold their attention while the teacher is explaining modern methods.-Edwin A. Fensch, Director of Research, Mansfield, Ohio.

PLAYING GENERAL—To make a history review interesting, especially a military campaign, try this one: First prepare a huge map of the campaign. Appoint generals (real names) and military staffs (real names). Choose sides. Ask review questions. Then the generals move different color pins, advancing with a correct answer or forfeiting a pin on an incorrect one. Have main objectives well marked. The generals may use flankers, any military strategy possible. Capturing of objective ends the game.—Joseph R. Casey, Puyallup, Wash., High School.

EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to The CLEARING HOUSE.

An American School in a Foreign Culture

By LEWIS D. FEESLER

TO BE THE headmaster of a conglomerate group of children in an American school five thousand miles from our homeland is interesting. It is not easy to run a "longdistance" school on a "short income" but the stimulation of the challenge would be difficult to surpass. The Cairo American School has been in existence for ten years, having been originally motivated by American oil companies and more recently by the swollen number of Americans in an underdeveloped area such as Egypt. The enrollment figure has been sporadic, starting from thirty pupils in the beginning and reaching a peak of one hundred and seventy-five recently. The same villa (in the residential area of Maadi, five miles south of Cairo) has been occupied during the school's existence, and, like a great many other present-day schools, we have grown like Topsy.

To operate our twelve-grade institution, we have an unusual staff of seventeen teachers, fourteen full time and three part time. I say unusual because of many distinctive features. We have a mixed group religiously, with Moslems, Jews, and Christians on the staff. (The latter category includes Catholic, Protestant, and Coptic Christians.) We have a variety of nationalities. Americans predominate, but there are also Italian, Greek, Egyptian, and French nationals in the group. Some of our teachers have A.B. degrees, some have M.A. degrees, and some have teaching certificates.

The student body is representative of thirty-six states, the territories of Alaska and Hawaii, Washington, D.C., Egypt, Saudi-Arabia, Czechoslovakia, and Indonesia. The largest class is eighteen and has a considerably wide range of intelligence. Most of the students are children of fairly well-educated people (about 90 per cent of the fathers have gone beyond secondary education). They are well mannered, well dressed, and adept in most of the qualities looked for in our large public-school classes in the United States. Individual attention seems to be a great necessity for the education of these young world travelers. A teacher must know his field, especially social studies, because quite often the student not only knows what the teacher is talking about but may very well have been there as well. One student recently remarked that he had visited twenty-three countries-he is fourteen years of age.

The program and activities have been established on the premise that children of Americans in Egypt are here only temporarily and that they will ultimately return to their respective schools in the United States.

EDITOR'S NOTE

One of the blind spots of public secondary education in this country is the lack of information about high-school programs and personnel in other countries. This is one of a series of articles on schools in other countries which The Clearing House intends to feature. Mr. Feesler is principal of the Cairo American School, 40, Rue 79, Maadi, Cairo, Egypt. He is a recent graduate of Denison and Ohio State universities and previously taught at Franklin Junior High School, Columbus, Ohio.

The curriculum closely follows the pattern of most public schools in the United States, with special emphasis on appreciating Egypt's art, antiquities, architecture, history, geography, and resources. It is essential for our pupils to gain an understanding of Egypt's leadership in the Arab World and the whole Middle East. "Learning by seeing" is an integral part of the total program, and so field trips are quite commonfrom visits to Arabic newspapers in Cairo to trips to the ancient ruins and temples of Karnak in Upper Egypt. Nothing seems too remote for the carrying out of the educative process. French and Arabic are offered and taught at each level beginning with the third grade. They are taught by persons having those languages as their native tongues. Thus our students develop a greater degree of accuracy with a minimum of accent. Stress is placed on utility of conversation and colloquial content.

Spelling and penmanship are found to be the areas of greatest need. Spelling difficulty has been traced partially to the methods employed when the child was taught to read. Once again the theory of phonetics v. the whole word arises. We have found that by reviewing various phonic sounds, we can bring about improvement, although lack of phonetics cannot be proved to be the cause or effect of the trouble. We are exceedingly interested in this present-day problem of our educational system, and we employ a combination of the two methods in our lower school.

The question of penmanship seems to have run the gantlet or, as we say in Arabic, "malish" (never mind). While it is true that we can teach all to use the typewriter, to be able to sign one's name legibly might become a prerequisite for taking a course in typing. Poor penmanship isn't a worldshaking matter, but it is recognized by our staff as one of the over-all needs among the widely representative student body at the Cairo American School.

The school serves as a local demonstration of the groundwork and support which have made our brand of democracy a successful venture. Our "light shines on top of the bushel," enabling all to see how the American way of life is nurtured and strengthened. We have come to feel, as a demonstration school must, that we are obliged to take extra precaution lest we fail to meet the opportunities to pass on and display the best that we can offer. Many foreign educators visit us to see what the "American system" has to offer in the way of improvement for their own institutions.

The general administration of the school is vested in a parentally elected school board of fifteen members. This board of directors helps decide matters involving school policy, facilities and maintenance, finances, staff, and curriculum. The specific functions of the school are handled by the principal and teaching staff. The main support of the school is from tuition and the American carnival, held at the American Embassy every spring. The carnival has become one of the larger events of the year; over 5,000 were admitted into the embassy grounds last year. It has done much to improve intercultural relations between the United States and Egypt, as well as provide considerable sums for school operation.

True, we are not foreign diplomats but neither are we diplomatically foreign.

٠

SMALL FRY.—A seven-year-old girl submitted the following composition on "People" to her teacher: "People are composed of boys and girls, also men and women. Boys are no good at all until they grow up and get married. Men who don't get married are not good either. Boys are an awful bother. They want everything they see except soap. My ma is a woman and my pa is a man. A woman is a grown up girl with children. My pa is such a nice man that sometimes I think he must have been a girl when he was a boy."—School Business Affairs.

An Experiment in TEEN-AGE TV

PATRICK D. HAZARD

IT'S MONDAY night at WKAR-TV, Michigan State's new educational station. Studio A is a mad hubbub of voices, a tangle of TV cameras and props. "One minute . . . quiet in the studio," barks the director over the PA system. And out of the unbelievable, hour-long chaos of rehearsal comes a weekly half-hour show spotlighting the best in current teen-age leisure activities. Produced and acted by high-school students from the Lansing, Mich., area, "Rec Room," as the program is called, is a showcase of hobbies and creative work of all kinds, a forum for movie and pocket-book reviews, a place for displaying the latest fashions-male and female—and, in general, a clearinghouse for new angles and ideas on anything and everything young people do with their free

How did the program start? As part of a summer curriculum workshop sponsored by the East Lansing Board of Education. Two high-school English teachers, as a result of their study of the present curriculum, wondered how they might tap for educational purposes the tremendous reservoir of energy and enthusiasm expended by teen agers in their spare time. The plan started with the aim of developing a flexible program-after the "magazine concept" show developed by commercial TV-which would begin with our students' obvious interest in popular culture and proceed from that point to suggest ways that might lead everybody to find new and stimulating leisure horizons. In any one show, we figured, we ought to appeal to as many levels of taste as possible. To avoid that fatal mistake of talking down to teen agers, we found the

best way was to include them in the planning and production. Indeed, as the program concluded its first series-after twenty telecasts-the teen agers were actually producing it. They outlined it, made arrangements for guest talent, created title cards, and acted in it. It has been a brilliant confirmation of our hunch that teen agers can produce marvels, given a little direction and encouragement.

The pivot of the series was an articulate hot rodder. He was the M.C. of the show, and he made the program run smoothly from one segment to another. And sensibly enough, the first program was on hot rodding. He brought a hot rod into the studio and explained what went into its construction. We went to the Michigan championship hot rod races ("drags," to the initiates) and took twenty minutes of sound film. Edited, this became an exciting, eight-minute segment of authentic documentary -screeching tires, roaring exhaust, careening cars, and interviews with contestants, police, and safety officials. The rest of the show was devoted to a discussion of manners at football games, and previews of good books and jazz records. The first program was kinescoped for publicity purposes.

This kine was extremely useful to us, because a conflict in studio schedules made it impossible for us to go on with the series for about two months. While we waited for an opening in the schedule, we went to work trying to get the bugs out of the program. We showed the kine to English classes and asked the students to criticize it. And they did! First to go was the teacherconceived title, "Spare Time for Youth."

EDITOR'S NOTE

Has TV much connection with English teaching in high school? Mr. Hazard, who teaches at the senior high school in East Lansing, Mich., says that it does. During the current year he is studying the relation of mass media to the liberal-arts tradition under a grant from the Ford Foundation.

The old title was much too condescending, and the students told us so. Next went the section on manners; it was too preachy. Finally the format gelled into a basement recreation room, complete with pennants, "no parking" signs, and stuffed deer head. Into the "Rec Room" each week would come teen agers who had done something outstanding with their leisure; they would be the features of the program. Standard fare included three movie reviewers, a book editor, and a boy and a girl fashion expert.

What are the sources for a program like this? We are lucky in our community to have a well-sponsored youth talent show. Each year, under the combined auspices of the Lansing State Journal and the Lansing recreation department, hundreds of local youngsters enter their best work in an areawide competition. Enough talent shows itself to run several programs like ours. The grand prize winners for 1955 were a girl who wrote a book on her family's trip to Japan and a boy who built a complete fourcylinder internal-combustion engine. Other youth talent prize winners who have appeared on our show include sculptors and painters, entrants in graphic arts, fly tying, clothing construction, and furniture, and an amazing young man who had constructed a radio-controlled airplane.

Music was another activity we thought important. Our theme was a moving bit of modern jazz by Shorty Rogers, called "Boar Jibu." When the Jazztone Society—a new jazz-record-of-the-month club—offered an introductory sampler of all the styles of

America's own art form, from New Orleans to bop, we asked a jazz pianist studying music at Michigan State to explain the evolution of this kind of music. With the use of a piano, our record, and his musical background, we developed a short series, "Introducing Jazz." Student quartets, dance teams, and soloists added variety on some programs. A high light of our telecast Valentine party was a series of popular love songs rendered by local young people. We even tried, with considerable success, telecasting a cello solo by a girl from one of the local high-school orchestras.

Fashion is something close to the hearts of teen agers, so it had a legitimate place on our show. One week we would have a profile on some phase of girls' fashionssweaters, blouses, spring dresses, sportswear; next week would be the boys' turn-shirts, cuff links, sport coats, sweaters. Esquire, the New York Times fashion supplements, and local merchandise provided ample material for discussion. We tried, or rather the fashion editors tried, to stress how to buy wisely and how to take care of clothes chosen to fit one's personality and physiognomy. Some of the drawings conceived to illustrate points were artistic triumphs in themselves.

Movies may not be better than ever, but our youngsters are better movie-goers because of the discussions they have had in their weekly reviewing sessions. The downtown theaters gladly gave us all the passes we wanted for our reviewers, who fortified themselves for the program by checking their reactions with those found in Time, Newsweek, the Saturday Review, the Commonweal, and other quality magazines. We even talked the managers into supplying a few film clips for our program and frequently had movie stills to focus the viewer's attention on our remarks.

And I suppose no program could be complete, from an English teacher's point of view, without book reviews. We were especially lucky to have as our editor an attractive girl who is equally at home in the buzzing confusion of the adolescent world and in the more staid atmosphere of topquality academic work. She reviewed the monthly Teen Age Book Club selections in a particularly fresh and imaginative way. Occasionally she and others would move into less charted waters-with great results. We reviewed the Museum of Modern Art's collection of photos, "The Family of Man"; several photo essays from Life, particularly the series on religions; and similar cultural material. These forays into the domain of the high-brow (for teen agers, it's high-brow) came off very well because they were done in a relaxed and casual way that fitted in with the rest of the program.

What suggestions can we give to others interested in extending the idea into their communities? Choose "all-American" boys and girls for M.C.'s. They should not only be bright and attractive but also free from stiffness and stuffiness; they should be full of enthusiasm. Plan your programs ahead so that next week's participants can watch a show rehearsed and aired before they try their luck. Have your talent outline their presentations and time themselves before the show. Always expect them to run through their material too soon and always have padding for the end of the show. Nothing can produce anxiety like running out of material with ten minutes of air time still to be filled. It's best to keep some filler material ready; it can be used next week if you don't need it the first time.

But by all means do get into TV. It's fun and it's good for the youngsters. Not the least satisfaction is that of receiving the fullest co-operation from a TV staff like that at

M.S.C. While an ETV station is perhaps more eager to accept such noncommercial ventures as a youth-leisure show, there is no reason why a civic-minded commercial station could not find time for such telecasting and no reason why sponsors could not be obtained. We just never considered that phase at WKAR-TV.

What does this activity have to do with English teaching? A great deal. Although the program is strictly extracurricular, it is not extraeducational. TV is a mode of communication that, as Pat Weaver of N.B.C. suggests, could revolutionize the human situation. It could, if used imaginatively, raise mass man's awareness to levels heretofore attained only by a very small elite. As the chief exponent of the liberalarts tradition in the high school, the English teacher has a responsibility to see that the mass-communications revolution is humanized. If we can show our students the many ways in which they can achieve maturity through creative use of their leisure time, our purposes as interpreters of the humanities are well served. If we can, in a program like this, telecast what David Riesman calls models of autonomous leisure-people who know how to enjoy their leisure creatively-then we are encouraging that total maturity of personality which is the chief aim of the liberal arts. I am convinced that what we do to help the highschool student raise his sights in his leisure life is the most crucial single factor in America's forthcoming cultural maturity. If we can start a few dynamos of personal enthusiasm roaring in the high-school years, the battle is won. "Rec Room" had aims like that.

Measuring the Effectiveness of

COUNSELING

By LORETTA McBREEN MACDONALD

MANY QUESTIONS present themselves when counselors seek to measure the success of their efforts. How does a counselor know whether his efforts have made a significant difference in the adjustments of the counselees? Is a verbal expression of appreciation or dissatisfaction of real value in judging effectiveness? Do the counselees demonstrate a better level of functioning and, if so, is this sustained?

A recent study¹ used the case records of junior- and senior-high-school counselors in Philadelphia in an attempt to answer some of these questions. Using a movement scale devised by Joseph McV. Hunt and Leonard S. Kogan and their associates at the Institute of Welfare Research in New York, an evaluation was made of the success of secondary school counselors' services. The data consisted of complete records in the form of the diary or chronological entry with frequent summaries.

The research endeavored to test the reliability of the Hunt-Kogan movement scale as a means of measuring the effectiveness of school counselors' work. It also attempted to compare results on an interagency basis and to probe into the problem of factors which contribute to, or inhibit, positive movement in the school counselor's casework.

The Hunt-Kogan scale is constructed with seven equal appearing steps which de-

note degrees of change in a client or in his situation. Positive or upward movement is measured by the numbers +1, +2, +3, +4. Negative change is shown by the numbers -1 and -2. The zero category denotes neither positive nor negative change. Movement, which is native to casework, is that change, either positive or negative, which takes place between the opening and closing of the client's case.

When this scale was applied to 100 cases, submitted by 94 secondary school counselors, each of which had had 5 or more counselor-client interviews, some interesting and informative results were revealed.

Are school counselors successful in their services? Results of this study indicated that 59 per cent of the clients achieved +1 or above positive movement. This, as compared to the 8 per cent who showed negative change, seems to indicate that casework with clients is effective. The 33 per cent whose status remained unchanged seemed to have been prevented from deterioration in many instances. Small gains not rated by the seven-step scale were frequently evident in those rated zero.

EDITOR'S NOTE

How effective is secondary-school counseling? What factors influence the degree of success? Miss Macdonald gives some findings of a study which should be both encouraging and helpful to educators. She is a counselor at Roxborough high School in Philadelphia.

¹Loretta M. Macdonald, Measuring the Results of Counseling: An Analytic Study of Movement in the Casework of Secondary School Counselors. Unpublished Ed.D. dissertation, Dept. of Psychology, Temple University, 1955.

How do school counselors compare in their results with social agency workers? A startling similarity was noted when results were compared. This was indicated at every level of the scale. Substantial movement was not evident in the results of investigations conducted at Family Service, Philadelphia, or Community Service Society, New York.

Do counselors' results vary with the kind of problem? A comparison of the seccess of cases referred in the six major service areas did not seem to show that progress is influenced by the kind of problem. For example, 63 per cent of the cases referred for educational-vocational heip showed at least +1 positive movement as compared to cases referred for behavior-personality problems, of which 56 per cent achieved +1 or above. It appeared that other factors operated to influence the results.

What are these factors and just how much do they influence the success of a counselor's service? A complete analysis revealed that counselees come usually with a constellation of problems and this complexity influences markedly the results. It was found that the average case had 2.5 problems and that, as a group, as the number of problems increased, the level of movement decreased.

The source of referral proved to be a significant factor in getting results. Of interest to teachers and administrators is the fact that of those counselees who were self-referred, 88 per cent were able to achieve positive movement. However, only g per cent were self-referred as compared to 76 per cent who were sent by some member of the school staff. Of the latter, 56 per cent achieved some degree of positive movement. The results in this area seem to indicate that self-referred clients tend to make a better adjustment. The high proportion of referrals by school personnel and the lower level of success seem to support the idea that the counselee who seeks the service as the result of a felt need has a better chance of resolving his difficulties.

The factor of sex did not appear important in the success of counselor's efforts. It was interesting to note, however, that of the 100 clients, 65 per cent were male and 35 per cent were female.

Counselees who have a history of psychiatric contact or who were currently receiving treatment were usually able to establish a satisfactory relationship with their counselors. Of this group, 79 per cent attained a + 1 score or above. Just how much could be attributed to the psychiatric service and how much to the counselor's efforts could not be determined.

The use of counseling techniques, i.e., test results, parental interviews, autobiographies, and so on, when considered from a purely numerical standpoint, did not seem to affect the outcomes of counseling. Since the eclectic method of counseling seemed to predominate in the cases studied, it was not possible to compare different approaches.

The conclusions of this study have certain implications for the teacher, counselor, and administrator. It was demonstrated that the Hunt-Kogan scale is both feasible and practical as a measure of counseling efforts and well within the reach of the practicing counselor who would give the time to be trained in its use. It was gratifying to note that our counselors compared favorably with caseworkers in social agencies. Since school counselors are usually hard pressed with cocurricular activities and other school responsibilities, it is to their credit that they were able to achieve as much success as caseworkers who are afforded a much more favorable climate for operation. The results of the investigation into the source of referral shows a need for a more intelligent use of the counseling service, which would probably increase the potential for positive movement. Finally, the use of the movement scale has permitted an objective analysis of the work of counselors in Philadelphia so that we feel we can say with some conviction that our counselors get results!

Regulating Participation in CLUB ACTIVITIES

By NANCY W. LIVINGSTON

TOO MANY students were in too many activities and too many students were in too few activities. This problem was clearly recognized and was frequently discussed by our high-school administrators, teachers, students, and parents. It was a problem that for many years had evoked the comment, "Something ought to be done." In September, 1953, "something" was done and this article is a report on how one school reorganized its extracurricular program in such a way as to regulate student participation in club activities more effectively. Our school is a junior-senior high school with an enrollment of approximately 1,200 students. By the time our activities program was reorganized, these students were participating in intramural and varsity sports and in the activities of forty clubs.

In past years each student group and its teacher sponsor had established the time and place of its meetings, the time frequently changing from week to week. As the number of activities increased, it became evident that each club must have a regular meeting hour; and so, based on such factors as students' interests, availability of rooms, and teachers' recommendations, a schedule of the time and the place of meetings was compiled. Some of the student groups were

to meet during the noon hour or after school; most, however, were to meet during the activity period, a daily forty-five-minute period in which all students were expected either to be participating in the club and sports program or to be studying in their home rooms.

This schedule was posted in each home room on the first day of the school year. The teachers were directed to examine the schedule and to explain to their students the general plan of the reorganized extracurricular program. The general plan consisted of orientation weeks, a student conference week, an election-of-officers' week, and a leadership training program.

During the two orientation weeks the students could attend the meeting of any club with the objective of determining which clubs they wanted to join. In these meetings the adviser and some of the former club members reviewed what had been done in the past, and all participated in discussing what might be done during the present year.

To illustrate the procedure followed during the orientation weeks, let us consider the experiences of a sophomore girl who was interested in art, in music, in radio, and in photography. Because the art service club and the glee club were scheduled to hold meetings during the activity period on Wednesdays, she found that she could not participate in both student groups but must make a choice. During the first orientation week she attended the art service club; during the second week, the glee club. She also went to the first meeting of the radio guild and went on a field trip with the members of the camera club.

EDITOR'S NOTE

Too much participation and too little participation in club activities are both considered undesirable. How to strike a balance is here described by Mrs. Livingston, who was vice-principal of the Junior-Senior High School in Cortland, N.Y.

After such orientation, this sophomore girl with her home-room teacher planned her club activities. That planning took place during the second phase of the reorganized extracurricular program, the student conference week. During this week club meetings were not held. All students reported to their home rooms for the forty-five-minute activity period and at some time during the week each discussed his activity program with his home-room teacher.

To provide for school-wide understanding and to give teachers some general principles on which they could base their counseling "service," the following suggestions were distributed to the faculty members and they, in turn, discussed the suggestions with their students.

The teachers were asked to encourage students to participate in at least one activity; to discourage students from participating in more than three activities; to show the advantages of joining one club and accepting all the responsibilities of membership rather than joining three clubs and accepting only the superficial responsibilities of membership; to try to have students engage in a variety of activities; i.e., not three sports but one sport, one music organization, and one hobby club; to urge each student to participate in activities that will help him to expand his interests, discover and develop his abilities, and aid him in his choice of a future vocation and avocation.

The sophomore girl of the foregoing illustration talked with her home-room teacher during the student conference week. She was an excellent student and was eager to join four activities; however, she worked in a store every afternoon from four to six and therefore, after talking with her adviser, decided that she ought to limit herself to participation in two activities. On the basis of her interests and her orientation visits to the various student groups, she chose to be a member of the art service club and of the radio guild.

By Friday afternoon of the student conference week this sophomore girl and every other student had decided on a tentative activities program. Each knew that by a week from that day he must hand to his home-room teacher a list of the activities in which he planned to participate and after that date he could not withdraw from any club unless he had the permission of his home-room teacher.

In the fourth week of school the members of the clubs held the first of their regular meetings and elected officers. The activities program was in full swing. However, there was one more phase of the reorganization plan—the leadership training program, a program initiated in an attempt to secure greater competence on the part of the elected leaders.

The officers of each club met three times with the director of student activities to discuss the basic principles of leadership. During one session, rules of parliamentary procedure were explained, discussed, and practiced. At another training meeting each club officer was given a small mimeographed workbook, entitled, "You Have Been Chosen a Leader." Among the things in it were twenty thoughts on leadership. Some examples of these thoughts are: Request rather than demand. Abide by the decisions of the majority. Remember the thank you's -by note and by word of mouth. Consider each member of your club and ask yourself, "How can our club help him?" Cooperate with other clubs.

By the second week in October the plan of reorganization had been completed and club members with their advisers were carrying on their own activities. In conclusion I should like to describe activities that took place at our school during three particular weeks.

Good Grooming-Good Manners Week was a school-wide event in which most clubs participated. During that week the radio guild broadcast good manners maxims; the art service club displayed posters illustrating good grooming; the future nurses club invited other groups to attend a lecture-demonstration on care of the hair; the principal discussed dress and etiquette with the boys in each of the six classes; the honor society compiled a list of thoughts on etiquette and grooming and posted the list on each classroom door. Much to the surprise of the faculty, several classes decided to "dress up" on a particular day of Good Grooming—Good Manners Week and it was not a strange sight to see fellows wearing ties and suitcoats.

There were two other special weeks during the year. The French club during its week, in addition to having displays in the corridor showcases and decorative posters on the walls, broadcast announcements in French, distributed a day's cafeteria menu that had been translated into French, and conducted a contest on France. During Latin club week, members presented an assembly program, had exhibits, posters,

and signs in the school corridors, and held their annual Roman banquet, with the result that they interested a substantial number of students to study what in our school is no longer considered a "dead language."

The problem of unbalanced student participation in club activities has not entirely been removed by the reorganization plan. But now, just as the students have to plan their class schedules carefully with the guidance counselors, they have to plan their activity schedules carefully with the homeroom teachers. For the first time, many of the gregarious boys and girls are realizing that they need to limit the number of activities in which they participate and many of the shy, cautious boys and girls are realizing that they need to join at least one activity. As a consequence of having each student thoughtfully consider his participation in activities, we believe the extracurricular program complements rather than dominates the curricular program.

Student Evaluates Teacher

Teachers who are sensitive to the responsibilities of the profession will use every available means to increase their effectiveness in teaching. . . .

One of the best sources of criticism lies in student evaluation. Who knows more intimately than the students how well the subject is taught, how well the class is behaved, how well student problems are handled, how well the class and the teacher work together? The principal or superintendent may have more penetrating insights from observing a class, but the contacts of either of these administrators with the classroom are intermittent and infrequent. Students observe the class every day.

At the end of a unit of study, the teacher may suggest to the students that for a few minutes they act as the teacher and he act as a student. He may ask whether they would mind grading his work. At this point, the teacher may give the students some questions for their consideration, but the students should be free to respond to anything which has attracted their attention in class.

The following are some examples of the type of questions that may be given: (1) State specifically some of the things that you have learned from this unit. (2) How might the class as a whole participate in planning or outlining the course work? (3) Can you think of better ways to present the material in class? Please offer your suggestions.

(4) Were there any unnecessary disturbances in class? If so, how would you handle students responsible for them? (5) In what way did your experiences in class help you solve any personal problem? (6) What are the things about my teaching that you like? Things that you dislike? What can I do to improve myself?

However, if he wishes to employ a different approach, the teacher need not be so specific in the questions that he asks. He may simply designate the areas in which he wants the students to react, namely, subject matter, discipline, counseling, human relations, teaching methods, and personal characteristics.—Donald W. Bolin in Ohio Schools.

THIS IS THE NEWS

By HORACE E. WEST

NO LONGER does the period bell start the class to work, but instead the cryptic voice of the announcer begins: "This is the news." At that point students have their pencils poised ready for the events of the day to unfold. A radio, a world map, and a set of dictionaries form the foundation upon which is built an hour of language arts, geography, and current events.

As the announcer proceeds from item to item, pencils move hurriedly taking note of names, places, and events. Finally the radio is switched off and hands are raised to discuss the news of the day. A student reports: "Mendes France is trying to get his government to pass the Paris Pact, but the Communists in France are fighting approval." One of the students seems confused. "I thought Communists lived only in Russia," he says. There follows a discussion of the efforts of Communists in all nations to undermine the security of countries.

During the discussion the map is in constant use. "Where is Thailand?" "How do you spell it?" "What language is spoken there?" Through such questions the map of the world soon becomes as familiar to the student as the streets of his home town. Frequently students will relate some of their own experiences in the places that are in the news. Countries such as Japan, Germany, the Philippines are not so remote to the student of today as to prewar students. Many times the student will have greater travel experience than the teacher. This experience is put to good use in the current-events hour.

Item after item is discussed. Names and places are written on the chalk board to help in spelling. From the sketchy notes taken during the broadcast, as corrected and revised in the discussion period, the student is now ready to write a summary of the news, paying special attention to sentence construction, spelling, and penmanship skills. Dictionaries are provided for every two students so that looking up the doubtful word is not an admission of ignorance but rather is an indication of common sense.

As soon as the corrected paper is returned to the student the next day, he corrects errors and writes all misspelled words in his own list. He is given no other list of spelling words to learn.

As the teacher corrects the paper, an indication of the type of difficulty the student is having begins to appear. Special drill in these constant errors is then given to the student. The student, aware that these errors are lowering the effectiveness of his daily reporting, strives to remedy them. Some errors occur so frequently that time is taken from the next class period to reteach the area of difficulty to the class. It will become apparent in the next few reports whether the correction has reached the behavior level or not. If not, individual help is given.

EDITOR'S NOTE

Here is an account of an integrated core experience in the areas of language arts, geography, and current events. This type of experience is typical of classroom procedure in the core program of the laboratory school of Kansas State Teachers College at Pittsburg, where Mr. West is eighth-grade core instructor. The experience he describes in the article occupies one of the two hours of core time in the eighth grade.

Occasionally, as a change of pace, the radio is dispensed with and the students are asked to bring in newspaper articles which they read to the class. Here again, the student takes notes and writes up his summary. Practice in reading the intricate clauses which are found in the lead paragraph of news articles helps the student to recognize sentence parts. Frequently he is asked to include the five W's in his lead paragraph. This again helps him in developing a more varied and a more interesting style of writing.

Two or three times a month current events are supplemented by the study of one of the more newsworthy areas of the world. Basic information on the country or area is obtained from geography texts, and to this is added information gathered from magazines, maps, newspapers, film strips, and films. The *Life* series of film strips has been especially helpful in our effort to understand the problems facing the countries of the earth.

Geography, when learned in the context of current events, carries the student through the adventure of participating in the problems, tragedies, and successes of the current world scene. When language arts are used to implement this adventure, the student has a strong desire to do his best to improve his reporting skills.

Mark Twain Unit

Barnum Junior High School language arts department successfully completed a unit on Mark Twain. So many points entered into its success that it seems worthy of record.

Language is the art of communication. Reading, spelling, writing, sentence structure, oral and written expression are only the techniques of the art. Too often these techniques are confused in both the teachers' and the pupils' minds as goals rather than as tools. Here, I believe, is where such units as this assume interest. Language arts classes include every student, so it is a school unification.

The motivation began with the choice of the annual spring play, Tom Sawyer. Since our basic reading textbooks have selections from Mark Twain, everyone had something easily at hand. The librarian assembled a bibliography of what was available in our own school library; correspondence with organizations in Hannibal, Mo., produced reference material; near-by libraries plus the wealth of material available from home magazines, papers, and reference books soon had everyone very busily engaged in research.

The student-teacher planning in the various classes brought into the unit many original and worth-while projects. Since there are eleven language arts teachers and over eight hundred students, the possibilities were unlimited.

In the slower sections, the teachers read to the classes from Prince and the Pauper and Tom

Sawyer. They were so stimulated they discovered for themselves Huck Finn and Tom Sawyer Abroad. The Connecticut Yankee arrived on television and a pleasant relationship was established between school and home. The film Huck Finn was shown to all classes. Some interesting handwork was done by some of the less academically minded students. A unique village of "St. Petersburg" was executed in paper.

Panels, quiz shows, poetry, junior high newspaper write-up, local newspaper releases, and little scenes from the stories were all attempted, and both oral and written expression flourished. Posters representing scenes from the stories and pictures of characters including Mark Twain became so prolific that there was scarcely room to contain them on the hall and classroom bulletin boards. Some of our girls dressed in "Becky" costumes and carried slates one day in school.

Two assemblies were given by the dramatic group, enabling everyone to see a three-act play, Tom Sauyer. A night production was given. In the auditorium at that time was a very interesting display of students' work on the unit so that parents and others interested could get an idea of the results of self-assigned plans which were so integrated that the home, the school, the teacher, and the student were all equally rewarded by the achievement.—Lyla E. McCormick, Birmingham, Mich.



Book Reviews



FORREST IRWIN, Book Review Editor

Professional Books

The Dramatic Story of the Theatre by Dorothy and Joseph Samachson. New York: Abelard-Schuman, Inc., 1955. 168 pages, \$4.00.

Through a series of dramatic sketches this author team has presented an exciting picture of the theater down through the ages. From the Egyptian stage, continuing via the famous and infamous periods of historical drama, and concluding with the modern theater (European and American), Mr. and Mrs. Samachson have produced a commendably compact reference of dramatic terms, developments, and lasting contributions.

A very special value of this layman's script is the authors' refutation of cynical clichés, like, "The theater is dying" or "What we need is more serious plays, fewer comedies." To the first note of pessimism we find numerous references to the near death of the theater in Rome, in post-Shakespearian England, and in our own depression era. Each period suffered through to its eventual survival and success-which proves the constancy of the medium. Fewer comedies WOULD kill the theater-its longevity has been nurtured on the Grecian mimes, the low-brow form of comic play; and on Shakespeare's horseplay; and on the improvisation of the commedia dell' arte. No, the professional and the amateur theater endure through the beloved comedy.

We should thank our authors for their frequent but unobtrusive stress on audience building through the ages. This feature was never taken for granted. The old problem of building drama AND audiences simultaneously has been the dilemma of dramatists and producers for centuries. Let the modern genius take heart from the Samachson data. Of further interest to the history lover are the pertinent and provocative side lights on policies in the drama formula. Particularly moving are the Roman emperor's part in using extravaganzas to occupy the mob, the Chinese use of the theater for propaganda, and the Russian aristocracy's cheering of a social play. For the drama specialist there are the unique origins of the play critic-such as Aristotle; the arena theater-in Egypt; the first necessity for a director-in Ibsen's time.

A pleasurably narrative and fluid style recommends this complete but laconic analysis of dramatic forms. The authors have proved to be masters of deletion, for no trivia have cluttered or lessened their progression. Fortunately, they never lose sight of their aim in favor of a special dramatist or dogma.

If the material seems "old hat" to the arts graduate, then certainly there is infinite value for the nonclassically tutored; there is enjoyment for both, since within this short history no time-pressured skipping is needed, much less desired. Also, the Samachsons have provided an excellent drama guide and handbook for the world traveler who tries the experimental and revival theater.

ROBERT C. HANNA

School Pupils and the Law. Durham, N.C.: Duke University School of Law, 1955. 195 pages, paperbound, \$2.00.

This symposium was published as an issue of Law and Contemporary Problems, a quarterly of the Duke University Law School. It contains articles which will be of interest to school administrators, such as "Personal Injury Litigation in School Cases," "Legal Issues in Pupil Transportation," "The Law and the Curriculum," "Religious Issues in American Public Education," and "Segregation by Race in Public Schools."

The article on "The Control of Pupil Conduct by the School" is in itself worth the cost of the volume to those who are confronted with such problems as forbidding fraternities and sororities, regulating the playing of pupils in athletic teams, controlling pupil dress, confining pupils to school grounds during lunch hours, or handling pupil misconduct on the way home from school.

Obviously this volume does not give "answers," but the summaries of decisions are sometimes comforting and always calculated to arouse alertness on the part of the administrator.

HELEN HALTER LONG

Counseling in Secondary Schools by Glenn E. Smith. New York: The Macmillan Co., 1955. 365 pages, \$4.25.

In this book emphasis is placed upon counseling as the focal service of the guidance program. However, other supporting services and their development are given adequate treatment. An overview of counseling and its supporting services is provided with a description of the counseling service in operation in the school setting with

For teaching all-round health—

If you're taking a new look these days at your highschool health course . . . if you believe that "health is a state of physical, mental, and social well-being" . . . if you've wondered why somebody didn't publish a health book that would "take" with your teen-agers, get acquainted with

TEEN-AGERS

by Jenkins, Shacter, and Bauer
"all-round" health text for ninth and tenth grades

Built around the real health problems of today's boys and girls, *Teen-Agers* helps young people make steady growth in all areas of healthful living. The Teacher's Edition includes 128 pages of lesson plans, background material, references to up-to-date source materials.

Chicago 11 Atlanta 5 Dallas 2 Palo Alto New York 10

Scott, Foresman and Company

particular reference to the roles of all staff members in it.

Several chapters are devoted to the nature of the counseling process, methods, techniques and tools, and to the developing of the counseling service and supporting services. An important feature of this section of the book is the inclusion of case studies illustrating how some schools have carried out the tasks of developing the counseling service, improving supporting services, and evaluating the effectiveness of the counseling service.

In other chapters the author discusses the preparation and certification of counselors and the extension of counseling service to adults. One chapter is devoted to discussion of some pertinent issues in secondary-school counseling. In this discussion the author points out the need for trained counselors, for supervised counseling experience, for counselor certification, and for the recognition of counseling as a professional function. The pros and cons of a salary differential for counselors are discussed as well as the concept of group counseling. The author does not go along with the notion that the counseling process is applicable to groups. In discussing trends and prospects for the future, Mr. Smith describes some of the conditions which give support to the belief that counseling services are well on the way to acceptance as a specialized function in secondary schools. In the appendix the author has included some forms which have proved helpful to the counselor.

The writer describes his book as a basic text in secondary-school counseling. This reviewer agrees with that description and believes it will be a useful text in introductory college courses in the field of counseling. School administrators concerned with in-service training of counselors will also find it to be useful. While some theory and philosophy is expressed, the book is devoted mainly to the practical aspects of the counseling service.

HAROLD H. THRELKELD

Organization and Administration of Guidance Services (2nd ed.) by Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson. New York: McGraw-Hill Book Co., Inc., 1955. 249 pages, \$4.75.

This publication, one of the "McGraw-Hill Practical Guidance Series," is the second edition of a well-known handbook for administrators and represents extensive revision.

Chapters 1 through 5 discuss and review the basic guidance services, functions of school personnel, different types of organizations for guidance services, selection criteria, training and certification of guidance workers, and the planning for guidance services. Particularly noteworthy are sections dealing with the following services: the individual inventory, information, sources and techniques of gathering information, placement, and follow-up.

The chapter, "Functions of School Personnel and Organizational Patterns for Guidance Services," presents cogent principles of school administration and organization. Furthermore, it reinforces the tenet that any service, new or otherwise, needs the acceptance and leadership of the school administrator. The interrelationships between the guidance services and the total educational program of the school emphasize the need for careful planning in developing the guidance services. In addition, the interrelationships among school personnel are considered, specifically the general functions of the superintendent, principal, counselors, and teachers. The authors point out that counseling service is the hub around which all other guidance services revolve, and the criteria recommended as characteristic of the competent counselor are categorized under personal qualifications, training, and experience.

The chapter, "Planning for Guidance Services," effectively establishes bases for initiating a master plan by finding answers to these questions: (1) What are the guidance needs of the pupils? (2) To what extent are their needs being met under present methods? (3) How can the school better meet their needs? Furthermore, guides are offered to administrators concerning the different types of committees that may be activated in endeavoring to answer the questions.

Chapters 7 through 9 deal with organizing the various services mentioned above. The organization of each service is painstakingly considered. Such topics are discussed as the basic data of the individual inventory, suitable facilities and equipment for counselors, and the methods for developing and maintaining records. Chapter 10, "Administering Guidance Services," pinpoints those factors affecting the total guidance program and discusses the following six problems: (1) administrative relationships; (2) planning early guidance activities; (3) reporting yearly guidance activities; (4) public relations activities; (5) service research; (6) facilities and equipment, budget and personnel. The final chapter, "Evaluating the Guidance Services," effectively reviews the literature presented and then considers the criteria for evaluation and evaluating designs.

Concluding each chapter is a summary highlighting important principles. Moreover, suggested reading lists with annotations provide a cross section of pertinent literature. This book furnishes many guideposts for initiating, evaluating, and improving guidance services.

INVING RATCHICK

Texts & Supplementary Books

New Solid Geometry by A. M. Welchons and W. R. Krickenberger. Boston: Ginn and Co., 1955. 326 pages, \$2.68.

It is startling and very satisfying to note the thoroughness and the pains which both the authors and the publishers have taken with this New Solid Geometry (to replace a revised edition of only five years ago!). It has twenty-five pages more than the 1950 edition. This does not represent, however, merely twenty-five pages added on, as there has been much thoughtful rewriting of explanations, and the book has actually been reprinted, with a new and very pleasing type, entirely new drawings, and some new pictorial illustrations. There are well-defined provisions for a minimum course, a medium course, and a maximum course-and also for differentiated assignments. The exercises show some thoughtful pruning from the previous edition and some thoughtful addition of examples.

Especially pleasing to teachers—who always are looking for a text that is "teachable"—are such provisions as the following: (1) "selection of method" before proof is undertaken; (2) word lists at the end of each chapter to review spelling and

SUTHERLAND PIANO CARRIERS



- Planes easily moved from room to room by one
- Fire inch rubber wheels and bumpers protect the floor and woodwork
- No assidents from tipped over planos
- Easy to install carriers—full instructions to-

J. H. SUTHERLAND SUPPLY COMPANY 2521 Kansas Avenue

South Gate, California

meaning, and help build vocabulary; (3) differentiated assignments, previously mentioned; (4) generous chapter tests; (5) the chapter on "Supplementary Topics," which includes logarithms, plane trigonometry of the right triangle, some spherical trigonometry, some co-ordinate geometry of space, and some exercises in space perceptions.

On the whole, this looks like a very teachable text, offering much flexibility for a variety of purposes and aims and written with a careful eve on the recommendations of the College Entrance Examination Board, the Syllabus of New York State Regents, and other leading syllabuses.

ANDREW F. CRAFTS

Using Your Language (Book 3) by James L. Conrad, Verda Evans, and Emilie L. Harris. New York: McGraw-Hill Book Co., Inc., 1955. 192 pages, paperbound,

The authors of this workbook have produced a well-balanced and practical supplement for any high-school English teacher. Using Your Language contains most of the answers to problems that confront pupils in usage-grammar, spelling, and mechanics. Its best feature is its organization, wherein are found nine units and a reference section. Each of the units is organized alike, in that it contains a unit introduction for motivation and diagnosis, a section of rules and examples, work sheets where pupils may apply the rules already presented a unit roundup providing for review at the end of the unit, and a vocabulary-building exercise. A special feature, the cumulative review, found at the end of each unit from a through q, provides for review of material in preceding lessons.

The reference section, found on the last sixteen pages of the book, contains an alphabetical summary of all rules for permanent reference. All other pages save these are perforated for easy removal. A special proofreading exercise is found near the end of each unit, and it, like the unit introduction, is written in direct, informal language that will be appreciated by pupils and teachers alike.

Outstanding features of this workbook are its consistent attention to the time-honored learning process, i.e., explanation, demonstration and explanation, application and review; its generous

WANT TO KNOW MORE ABOUT RUSSIA?

for 32-page ATLAS No. H52ch of colored maps. Size 10 x 7½ inches. Deals with history, geography, and resources of the U.S.S.R.



Denoyer-Geppert Co.

Chicago 40, ill. 5235 Rovenswood Ave.

provision for writing opportunities; its realistic approach to the learning of language arts; and its accent on the appropriate rather than the tradi-

HUGH INGRAM, IR.

One Hundred Mathematical Curiosities by William R. Ransom. Portland, Me.: J. Weston Walch (Box 1075), 1955. 212

pages, paperbound, \$3.00.

This interesting collection of mathematics problems will undoubtedly please mathematics teachers because of the excellent solutions which accompany each problem. The collection can be considered partially as a mathematical museum of many of the classical puzzle problems, but it goes far beyond this, since numerous problems are excellent contributions to outgoing mathematics classwork. The greatest strength in this book is the clarity of expression in both the statement of the problem and in the solution. There are some typographical errors, but these do not detract from the book's usefulness.

In addition to the table of contents, which lists the titles of the hundred problems, there is a very complete index which is cross-referenced. Following the index is an analysis of the problems according to the topic. The topic headings include Algebraic Principles, Algebraic Problem Statements, Approximations, Arithmetical, Fallacious, Geometric, Familiar Puzzles, Number Theory, Integers Required, Polygons, Tabulations, Trick Questions, and Trigonometric.

Senior-high-school teachers will be delighted to have this book as a ready reference for use with students who are seeking challenges over and above the regular classwork.

WILLIAM H. GLENN

Who's Who Among Our Reviewers

Mr. Crafts is head of the mathematics department at the Scarsdale, N.Y., High School.

Mr. Glenn is an assistant principal at John Muir High School, Pasadena, Calif.

Mr. Hanna is a member of the English faculty at Mamaroneck, N.Y., Senior High School.

Mr. Ingram is principal of the Lawtey Junior High School, Lawtey, Fla.

Dr. Long is assistant superintendent of schools in Mamaroneck, N.Y.

Dr. Ratchick is director of pupil personnel services at Union Free School, Levittown, N.Y.

Mr. Threlkeld is director of secondary education for the Colorado Springs public schools.

Qudio-Visual News



By JOHN CECIL WRIGHT

NATIONAL PARKS: National Park Film Strip Series, 50 frames, 6 strips, color, \$6.50 per strip, set of six \$36, Haeseler Pictures, Amity Road, Woodbridge, New Haven 19, Conn. These superb color film strips of Yosemite, Grand Canyon, Yellowstone, Zion, Bryce, and Mesa Verde national parks are the most carefully done strips on a particular subject which can be imagined. And John A. Haeseler, Fellow of the Royal Geographic Society-long-time creator of audio-visual materials for classroom uscplanned it just that way. When he set out to "do" the parks, he had in view the many requests of teachers not only for something authentic in detail and description but also for a production which represented the true color of the parks. To attain this goal-and if you have seen the parks themselves and will view these park strips by Mr. Haeseler, you will realize just how well this goal has been attained-the author collaborated with the department of conservation, American Museum of Natural History, and with the scientists of the National Park Service. He "shot" his own pictures, and the collection itself does not represent a haphazard compilation. Every frame of every strip was taken as a definite unit of the whole series to create a near priceless addition to the teaching of geography, science, nature study, conservation, and art. (All age groups.)

LITTLE MAN: Angotee, 16 mm film, 1,200 ft., color (\$285), International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Ill. Distributed by the Film Board of Canada. Recently we reviewed in this column the film entitled, Land of the Long Day. This film pictured the life of the Eskimo during the period of one year. Angotee pictures with random samplings the life of one Eskimo, Angotee, from birth to eighteen years, during which time the Eskimo boy grows to maturity and starts his own family. Life for the "Little Man" ("angotee" means "little man") is a blending of the new and the oldsome ideas brought into the land of the long day only recently; others as old as time itself. For instance, the infant Angotee is fed partly on Pablum brought in from the distant trading post and partly on stewed caribou meat masticated by the mother and delivered to the infant in a mouth-to-mouth feeding operation. Angotee grows up. At age seven he plays at making igloos and driving make-believe dog sleds. At the age of twelve, on the threshold of manhood, he receives careful instructions in trapping—particularly he must learn to trap the white fox, for the skin of the white fox is the only stable article of trade in the land. Angotee is also taught the art of seal stalking. And he is welcomed into the world of men when he makes his first kill. At the age of eighteen he is married to the girl who was selected in early infancy as his wife-to-be. And here then the life cycle begins all over again. (Jr. H, HS social studies.)

FEET FEET FEET: Your Children Walking, 16 mm film, 2 reels, B & W, rental \$3.00 per day, British Information Service, 30 Rockefeller Plaza, New York 20, N.Y. How can a person's feet be strong, supple, and springy? This film shapes the answer to that question. If your feet are not springy, supple, and strong, posture abnormalities will develop, which not only detract from your appearance but may seriously affect your health as well. The development of desired foot characteristics and posture must have their beginnings in infancy. To be springy and strong the bones and muscles of the feet must work properly. Early clinical diagnosis of your child's feet will determine this point. Going barefoot is recommended by this film. See to it that your child always wears sensible shoes and socks. Here Your Children Walking goes into detail regarding type of heel, support, width, and length of shoe necessary to proper foot development and points out that new shoes should be worn straight away and not saved for Sunday. If old shoes need repairing, first be sure they have not been outgrown. With the exercise of easy-to-do commonsense practices, your children's feet should serve them faithfully all their lives. (Parents.)

HEREDITY AND ENVIRONMENT: Heredity and Family Environment, 16 mm film, 1 reel, B & W (\$55), McGraw-Hill Book Co., Inc., 350 West 42nd Street, New York 36, N.Y. One owes to heredity such traits as bone structure, skin texture, color of eyes, ear for music, and so on. Heredity imposes certain mental limitations. At this point the film injects the statement that even though we have definite limitations of mind, we do no more than merely scratch the surface of the capabilities we do have. Only the outer boundaries of our mind are set by heredity. There is plenty of room inside these boundaries in which to grow. Many inherited traits may be altered by environment. Environment may speed up or slow down these inherited tendencies.

By practice in a controlled environment the emotions of embarrassment, temper, and hate may be controlled or eliminated. Every pronouncement made in Heredity and Family Environment is weighty and thought provoking, such as: Heredity determines structure; environment allows the best development within that structure. . . . A helpful and wholesome environment allows the development of the best possibilities. . . Environment teaches us how to run our equipment. . . . Any normal person has a hand in his own development. Heredity determines the structure of our house of humanness, but environment teaches us how to live in it. A valuable film. (HS science and guidance.)

IMPORTANCE OF DISCUSSION: Speech: Group Discussion, 16 mm film, 1 reel, B & W (\$50). Young America Films, 18 East 41st Street, New York 17, N.Y. Whether a discussion is informal, as it usually is in a small group, or whether it is highly organized and well planned, as it should be in a large group, the overshadowing reason is the same: group discussion at all levels is essential to the life of a democracy. This film emphasizes the fact that the success of a group discussion is the responsibility of every member in the group. The leader, especially of the large group, is charged with the responsibility of a clear understanding of the facts involved and should be capable of accurate summaries of findings. This film contains valuable well-organized information. (Jr. H, HS English and speech classes.)

DEPENDENCE ON SOIL: World at Your Feet, 16 mm film, 2 reels, color (\$195), distributed by International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Ill., prepared by Canadian Film Board. Incorporated in this film is an outstanding sequence of time lapse and microphotography. These features, added to the general high quality of the still and live photography, contrive to make World at Your Feet the most complete film treatment of the rock-soil-plant cycle this department has been privileged to witness. So many of the little, yet necessary, natural performances which go

PHASE FILMS

presenting the basic, the impressive, the truly significant biological phenomens—the marvelous interrelation of tissue structure and function in living bodies, the heautiful precision of the hereditary mechanism of cells.

Write for descriptive folders.

ARTHUR T. BRICE

Phase Films

Ross, California

into the completion of the rock-soil-plant cycle are outlined by this film that a brief review of it can do little more than list them, with a reminder to the reader that each performance is simply and clearly worked into the whole. The Canadian Film Board is to be congratulated. A list of the performances includes creation of the soil, weathering agents, organic soil as a water retainer, erosion, organisms in the soil, antibiotics, fertilizing, plantfood deficiency, plant-root system, and photosynthesis. ". . . Unhealthy soil produces unhealthy plants. Unhealthy plants produce unhealthy animals. . . Understanding the soil is vital to success in handling soil. . . . The world's future depends upon our handling of the soil. . . ." Profound statements such as these bolstered by simple laboratory demonstrations are sufficient to impress all with the finality of the statement, "Destiny hangs on the conservation of the soil." (All groups.)

INSECTS: Coronet Films, Coronet Building, Chicago 1, Ill., has released a series of three one-half reel subjects in B & W (\$27.50), color (\$50), entitled The Honeybee: a Social Insect; The Butterfly; and The Grasshopper: a Typical Insect. Each of these films develops the life history of a particular insect, pointing out the type of metamorphosis which brings the insect into its adult stage and indicating the impact of each insect on the economy of the world. The photographic skill employed is outstanding. The careful work done in recording the molt of the three insects is especially commendable. (Jr. H, HS natural science classes.)

GRIPER: The Griper, 16 mm film, 1 reel, B & W (\$50), Young America Films, 18 East 41st Street, New York 17, N.Y. In this film George is a griper. In fact, he comes from a family of gripers. Each member of the family is introduced as being in opposition to everything. Therefore it is natural to suppose George gripes. And he does. George adds to the disappointment felt by the students when their team is defeated at basketball by declaring that he knew all along the team could not win. How could it when it just isn't any good? He damps the enthusiasm of class and teacher for play acting by refusing to participate. George's conscience and sympathetic girl friend undertake a reformation of George. But their wheedling, nagging, and needling meet with no success. Two unanswered questions evolve: What is the best way to deal with gripers? Will they ever change? These two questions are left unanswered since this film is designed to evoke group discussion. What can be done for George as he gripes his way through adolescence? This is an excellent film. (Jr. H and HS guidance.)



A stimulating and informative presentation of our national beritage

AMERICA IS MY COUNTRY

HARRIETT McCUNE BROWN

JOSEPH F. GUADAGNOLO

- *Adaptable to varying needs of late elementary and junior high school pupils.
- ★Abundant teaching illustrations, explanations, sidelights, and background information which vividly recapture our American heritage and its challenge to young citizens today.
- ★An important supplementary text in social studies, history or citizenship classes; a patriotic reader in English classes and in courses correlating English and Social Studies.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

DALLAS

ATLANTA

PALO ALTO

Individualized review for your students—with 4,000 sentences for drill on correct speech and writing

EASY ENGLISH EXERCISES:

NEW EDITION

by Ada Riddlesbarger and Nell Stillwagon

Completely revised and reorganized, this new edition of a widely used favorite provides a fresh, concise, thorough treatment of the fundamentals of grammar and usage.

Varied approaches and abundant drill material make this book an effective supplement to any modern English textbook for the upper grades or junior high school years.

Write for full information-

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York Boston Atlanta 2126 Prairie Avenue, Chicago 16 Dallas Berkeley takes more For more than half a century, Greeg Shorthand has been striding forward to become the leading shorthand system in the world and the Standard Shorthand System. in the United States.

han a product

The Gregg achievement is due to more than the product itself. Gregg Shorthand has been supported by a service . . a service of publishing with many facets:

A series of outstanding textbooks designed to provide quality training ded business curriculum.

(formerly the Gregg Writer), the leading magazine in the field.

A complete series of qualifying tests and property of the prop

Professional teaching aids. Hundreds of special teacher's handbooks and manuals have been prepared and distributed without charge . . . leacher's hundbooks that are teacher's methods books, as well.

and teacher-trainers who have made hundreds of talks, demonstrations, and workshop appearances.

first though the product to as outstanding as Greyg Shorthand.

Gregg Publishing Division McGraw-Hill Book Company, Inc.

MENEROUCATION THROUGH TUBLISHING